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## ABSTRACT

The fundamental purpose of the project during its first year of operation was to facilitate the establishment or improvement of an inter-organizational communicative linkage system in each pilot community. Specific objectives were to develop teams of professionals, paraprofessionals, and volunteer community level workers and to train those teams to provide leadership in the process of community-wide program development. Instructional and consultative services were provided by Colorado State University project staff and State Instructional Consultants in each of nine cooperating states during the three primary components of project operations: project initiation, project workshops, and project follow-up activities. General conclusions drawn from the first year of experience revealed that the rationale, design, and operations of the project were effective, both conceptually and in their implementation, to a facilitation of community action toward the development of interorganizational cooperation in basic educational programming. (Author/PS)

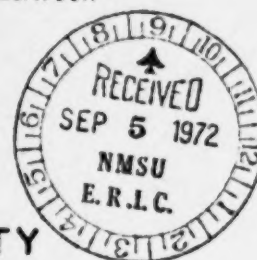
ED 072887

# PROJECT COMMUNI-LINK

THE COLORADO STATE UNIVERSITY SIXTEEN STATE PROJECT  
FOR TRAINING COMMUNITY TEAMS OF PROFESSIONALS  
FOR THE DEVELOPMENT OF COORDINATIVE, ADULT BASIC EDUCATION  
PROGRAMS IN RURAL AREAS

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(First Year Report)



COLORADO STATE UNIVERSITY  
COLLEGE OF HUMANITIES  
AND SOCIAL SCIENCES  
DEPARTMENT OF EDUCATION  
FORT COLLINS, COLORADO



JULY 1, 1970 - SEPTEMBER 15, 1971

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FIRST YEAR REPORT: FY 1971

COLORADO STATE UNIVERSITY (CSU) SIXTEEN STATE PROJECT  
FOR TRAINING COMMUNITY TEAMS OF PROFESSIONALS  
FOR THE DEVELOPMENT OF COORDINATIVE,  
ADULT BASIC EDUCATION PROGRAMS IN RURAL AREAS  
(PROJECT COMMUNI-LINK)



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Pursuant to Grant No. OEG-0-71-5173(324): Department of Health, Education, and Welfare; Office of Education; Bureau of Adult, Vocational, and Technical Education; Division of Adult Education Programs. Funded under authority of Public Law: 89-750, Title III, Section 309(b) Adult Basic Education "Special Projects" of THE ADULT EDUCATION ACT OF 1966, AS AMENDED.

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Continuing Education  
Department of Education  
College of Humanities and Social Sciences  
Colorado State University  
Fort Collins, Colorado

September 15, 1971

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## ABSTRACT

This report covers operations of Project Communi-Link (PC-L) during its first year of activity: July 1, 1970 through September 15, 1971. Initiated jointly as a Special Demonstration Project by the Office of Education, Division of Adult Education Programs; Colorado State University (CSU), Department of Education; and the nine cooperating states and eighteen rural communities--the Project has facilitated the emergence of new inter-organizational communicative linkages in nearly all of the pilot communities involved.

The fundamental purpose of the Project during its first year of operation was to facilitate the establishment or improvement of an inter-organizational communicative linkage system in each pilot community. Specific objectives were: (1) to develop "teams" of professionals, paraprofessionals and/or volunteer community level workers and (2) to train those teams to provide leadership in the process of community-wide program development toward the end that each community might more effectively plan, implement, and evaluate cooperative and integrative basic educational programs for adults.

Means utilized to achieve this purpose and the objectives were to provide instructional-consultative services by CSU Project staff and State Instructional-Consultants (SIC's) in each cooperating state during three primary components of Project operations. These components were: (1) Project Initiation at state and pilot community levels at which time the existing basic education programs and cooperative endeavors and the potential for Project assistance to improving those efforts were assessed. "Teams" of community-level workers were identified and were assisted by

Project staff and SIC's to make these assessments. (2) Project Workshops were held at CSU during which six representatives ("team" members) from each pilot community were trained in the process of community-wide program development. The "Microville" simulation game provided the essential vehicle for the training experience. The community teams developed plans for subsequent effort to establish or improve interorganizational communication linkages in their communities, toward the achievement of a more effective and efficient basic educational programming focus upon the complexity of needs and wants of adults. (3) Project Follow-up activities were conducted on a "response to request" basis in cooperating states and pilot communities including general meetings for the further development and application of community-wide interorganizational communication-linkage systems; mini-workshop training experiences at the community level (in community-wide programming processes, recruitment and motivation, volunteer tutorial programs, etc.); and the establishment of community directories of basic education and related program resources.

Essential outcomes for the first year of PC-L operations were inclusive of: (1) nine cooperating states (Colorado, Idaho, Missouri, Montana, Nebraska, Nevada, South Dakota, Utah, and Wyoming; (2) 100 percent participation in Project implementation in eighteen initially selected pilot rural communities; (3) 129 state and community-level professionals, paraprofessionals, and volunteers trained in the process of community-wide programming at CSU; and (4) follow-up consultative assistance was achieved in 15 pilot communities.

General conclusions drawn from the first year of experience reveal that the rationale, design, and operations of PC-L were effective--both

conceptually and in their implementation--to a facilitation of community action toward the development of interorganizational cooperation in basic educational programming. The catalytic effect of the consultative assistance has achieved a significant state and community-level enthusiasm and involvement toward the building of more effective, self-sustaining programs for adults in the participating communities.

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## INTRODUCTION

This report covers operations of the Colorado State University (CSU) Sixteen State Project for Training Community Teams of Professionals for the Development of Coordinative, Adult Basic Education Programs in Rural Areas (Project Communi-Link) in its first extended year: July 1, 1970 to September 16, 1971. During that period the Project has evolved as a significant force for the enhancement of basic educational programming for rural adults. The results of its initial year of implementation in the participating nine states and eighteen pilot rural communities are suggestive that the potential for an interorganizational state- and community-wide basic education program for adults can and will be achieved to an extent not deemed possible by many, if any, of those states and communities heretofore.

Project Communi-Link was initiated jointly as a Special Experimental Demonstration Project by the Federal Government (through the Division of Adult Education Programs of the Bureau of Adult, Vocational, and Technical Education, Office of Education) and CSU with significant cooperative participation by the State Directors of Adult Education and of Cooperative Extension Services (and/or their designated representatives) throughout the nine-state area of 1970-71 Project operations. This joint endeavor has made it possible to continuously enhance and expand effective inter-organizational communicative linkages beyond those inherent to its initiating activities at Federal and state levels. New linkages have evolved in nearly all of the pilot communities whereby professionals, paraprofessionals, and volunteers of many organizations and agencies (welfare and family services, community colleges, vocational rehabilitation, Employment Security and WIN, etc.) have now joined with their counterparts in ABE and

Cooperative Extension work. The primary emphasis of these new linkages is a focus of attention on the development of an integrative and coordinative community-wide basic education program that is founded upon a community-conducted, broad-based assessment of the needs and wants of adults.

### Background

Rural Americans who have basic education needs, are of no less importance to American society than those who reside in urban and suburban USA. Their plight was well documented in the 1967 report by the President's National Advisory Commission on Rural Poverty, The People Left Behind. Three significant facts noted in that report attest to the rural need as it existed in the mid-1960's, and for which there was little evidence of much, if any, improvement in 1970.

-Though 29 percent of the nation's total population lived in rural areas, 43 percent of the rural populace was poor.

-While one in eight of metropolitan residents was poor, the ratio was one in four in rural America.

-Though national unemployment approximated 3 to 4 percent, the rural rate was 18 percent.

The nine-state area in which Project Communi-Link was initiated during 1970-71 has a significant rural population living in small towns (15,000 population or less) and on surrounding farms and ranches (see Figure 1 and Table 1). The citizens of these rural communities are finding it increasingly difficult to support new and different forms of social and economic institutions and amenities, in keeping with contemporary standards of living extant in many larger towns of the area. This inadequacy is further exaggerated when limited resources are expended on duplicative or unnecessarily competitive institutions and programs. Since many rural citizens wish to remain where they live and, since

metropolitan areas also are fraught with problems of a social and economic nature, there is a significant reason to encourage the leadership of rural communities to effectively deal with the problems of maintaining their communities as viable social and economic entities. Fundamental to the solution of this problem is the provision of a community-wide, basic educational program opportunity that enables its residents to realize, individually and collectively, their potential for social and economic development. There is a human resource that cannot be allowed to stagnate outside of the mainstream of American society.

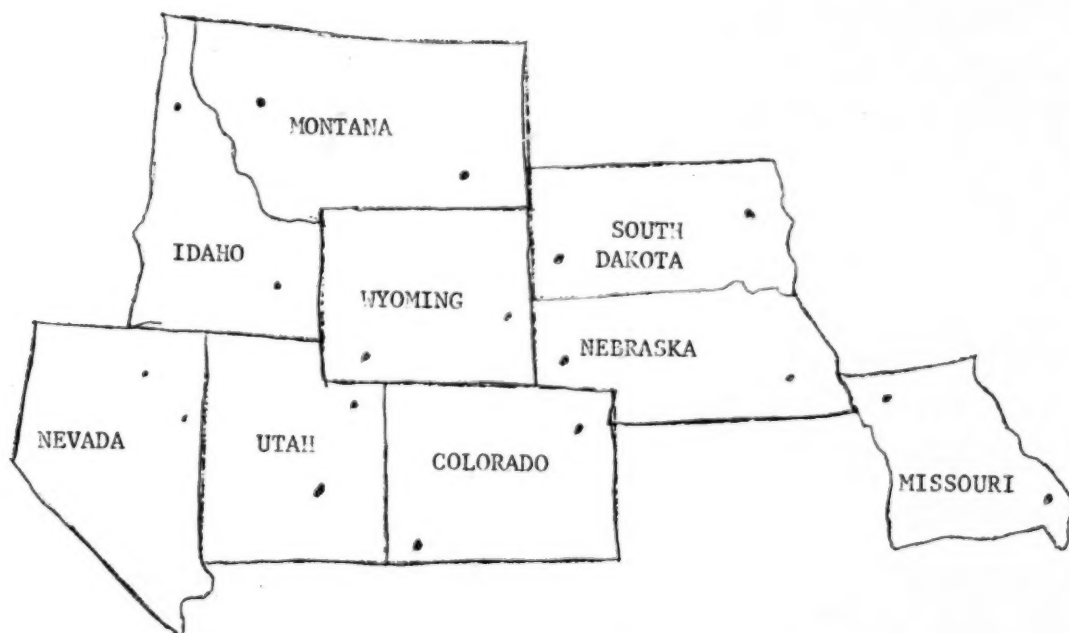


Figure 1. Nine State Project Area: 1970-71.

TABLE 1. Facts About Rural Population in the Project Area (in 1,000's)

| State         | Total<br>Population | Rural<br>Population | Percent<br>Rural | Population<br>18 Years<br>and Older | %  | With Less<br>Than 3 Yrs.<br>Education | % |
|---------------|---------------------|---------------------|------------------|-------------------------------------|----|---------------------------------------|---|
| Colorado      | 2,100               | 461                 | 22               | 1,247                               | 59 | 32                                    | 4 |
| Idaho         | 713                 | 350                 | 49               | 433                                 | 60 | 26                                    | 4 |
| Missouri      | 4,651               | 1,443               | 31               | 3,030                               | 65 | 359                                   | 8 |
| Montana       | 694                 | 336                 | 48               | 435                                 | 63 | 33                                    | 5 |
| Nebraska      | 1,449               | 646                 | 44               | 918                                 | 63 | 68                                    | 5 |
| Nevada        | 457                 | 84                  | 18               | 275                                 | 60 | 11                                    | 2 |
| South Dakota  | 659                 | 414                 | 63               | 416                                 | 63 | 35                                    | 5 |
| Utah          | 1,045               | 223                 | 21               | 594                                 | 57 | 26                                    | 2 |
| Wyoming       | 320                 | 133                 | 41               | 196                                 | 61 | 14                                    | 4 |
| Total Project | 12,093              | 4,090               | 34               | 7,544                               | 62 | 654                                   | 5 |
| Total USA     | 183,285             | 54,041              | 29               | 127,087                             | 69 | 13,754                                | 7 |

Purpose

Believing that greater impact toward improving the quality of living for rural adults who may benefit from expanded basic educational experiences can be achieved through a more intensive and extensive coordination of existing organizational programs, staff members of CSU proposed and began to implement Project Communi-Link during FY 1971. The Project's fundamental purpose has been that of facilitating in the cooperating pilot rural communities, an improved interorganizational communicative linkage system as a means to achieving a coordinative approach to the effective mobilization and utilization of existing and potential program resources to meet the complexity of needs and wants of rural adults.

Basic premises and assumptions upon which the demonstrational goals of the Project were founded include:

- There are evidences which suggest that basic educational programming emphases at the community level are not achieving their expected potential for improving the quality of living, especially in rural areas.
- Part of the lack in accomplishment of desired impact appears to be due to an organizationally segmented, content-oriented approach to much of the programming that now exists.
- The drain on limited resources from a segmented or fragmented approach to programming is being increasingly felt at national, state, and local levels.
- Fragmentation of programming does not provide for a concerted effort to concurrently or consecutively meet the whole complexity of academic, vocational, social, and economic needs and wants of the individual adult.
- While there exist varying degrees of interorganizational communication and cooperation among and between basic educational institutions and agencies functioning in rural communities, there are opportunities to improve those linkages without threat to organizational individuality and autonomy.
- It is possible to demonstrate that rural adults who lack opportunity, or who are not motivated to participate, will do so when there are basic educational programs that provide a comprehensive approach to satisfying their economic and social needs.

Thus, Project Communi-Link is dedicated to the belief that a human being is a complex behavioral organism having many interrelated needs which must be satisfied in an integrative manner. The Project was, therefore, founded upon a conviction that organizational leadership at state and community levels is desirous of achieving a comprehensive approach to programming and that when that leadership is encouraged and assisted to reach cooperative decisions based upon the unique circumstances of their particular organizational arrangement and upon the concerns of the community in its totality; meaningful integrative programming will result.

## Objectives

Objectives of Project Communi-Link evolved out of the background, general purpose, and the basic premises and assumptions described in previous sections of this report. Their specific direction was focused upon the first National Program Priority for Special Projects as published in September 1969 by the Division of Adult Education Programs. That priority was stated as follows: "Demonstrating community-wide adult basic education programs."

Project Communi-Link objectives for FY 1971 (July 1, 1970 through the extended period to September 16, 1971) were as follows:

1. To develop "teams" (groups of individuals and/or the agencies they represent) of professionals, paraprofessionals, and volunteer community-level workers in the pilot rural communities participating in the Project.

2. To train these teams of workers (a) to fully analyze the nature and extent of the broad spectrum of basic social and economic needs of various subpopulations within the community; (b) to identify opportunities for the various agencies and institutions to provide an integrative program of fundamental or remedial academic, technical-vocational, and social development in the community and (c) to establish a communicative-linkage system--community teamwork system of formal or informal organization and/or interorganizational communications--adapted to the unique characteristics of each community situation so as to achieve a more effective

- Professional leadership for integrative basic educational programming for adults.

- Program planning utilizing a comprehensive community-wide approach.

- Program operation characterized by the implementation of a comprehensive, integrative set of program opportunities designed to improve basic social and economic coping skills for adults.

### Means

Two primary means were utilized to implement Project operations toward achievement of the stated objectives. These means were:

- Provision of instructional-consultative assistance to the "teams" of professional, paraprofessional, and volunteer pilot community organizational representatives.
- Provision of a training experience in the process of community-wide adult educational programming for selected representatives (6) from each pilot community.

The instructional-consultant element of the Project operated from two of the three levels of Project operations:

- CSU Project Level Community Services Specialists.
- State Level or Community Level Instructional-Consultants.

The functions of the instructional-consultative element were: first, to serve as a catalyst for the encouragement of pilot communities to undertake a new or renewed effort toward the development of more effective interorganizational communicative linkage systems; second, to provide consultative assistance to the community "teams" as they initiated the communicative linkage action in their communities; and third, to provide instructional assistance in matters pertaining to the community-wide programming process and its implementation in ways adapted to the unique situations of each community.

The training experience provided under Project auspices encompassed a unique simulation-gaming device (Microville) which was designed by Dr. John C. Snider prior to association with Project Communi-Link. This device was designed to instruct community leaders in the process of

community-wide program development. Its special effectiveness is found in the way participants internalize the process as a result of their direct personal and interpersonal experience with a simulated community-wide programming activity.

## PROJECT SUPPORT FUNCTIONS

A key element in Project Communi-Link's operations for the FY 1971 initial year was that of staffing with professionally competent persons at both the CSU Project and state or community levels.

### Project Staffing

#### Project Staff Members: Colorado State University

James M. Kincaid, Jr.

Project Director

Associate Professor of Continuing Education

Ph.D.: University of Wisconsin  
Specialization: Adult Education Programming

Experience: Cooperative Extension; International Extension Education, Middle East, Southeast Asia and West Africa; teaching and research.

John C. Snider

Community Services Specialist

Assistant Professor of Continuing Education

Ph.D.: Florida State University  
Specialization: Community-Wide Adult Education Programming

Experience: Public school secondary and adult education teaching.

Douglas Sjoerren

Internal Evaluator

Professor of Education

Ph.D.: University of Nebraska

Specialization: Educational Research and Evaluation

Experience: Teaching and research, project administration and evaluation, Human Factors Laboratory.

Denzil O. Clepe

Associate Project Director

Associate Professor of Continuing Education

Ph.D.: University of Wisconsin  
Specialization: Management and Supervision

Experience: Cooperative Extension; teaching and research: state and national Extension and adult education programs, committees and associations.

S. Kenneth Oakleaf

Community Services Specialist

Extension Economist

B.Sc.: Iowa State University  
(M.S. pending)

Specialization: Community Resources Development and Citizen Action

Experience: Cooperative Extension, community services, teaching and research.

Kerb Manig

Community Services Specialist

Assistant Director of Conferences and Institutes

M.Ed.: Continuing Education, Colorado State University

Specialization: Short-term Learning Experiences and Community Educational Needs

Experience: Rural farm organization, conference programmer.

Project State Instructional Consultants:

Colorado James Read. Sterling, Colorado. (Continuing Education Graduate Student, Colorado State University). Cooperative Extension Agent in Charge.

Idaho Virgil Kennedy. Boise, Idaho. Agricultural Extension Communications Specialist.

Missouri June Lamme. Trenton, Missouri. University Extension Area Continuing Education Programmer.

Willard Rumburg. Farmington, Missouri. University Extension Area Continuing Education Programmer.

Montana Burl Winchester. Bozeman, Montana. Cooperative Extension Professor of Adult Education.

James DeBree. Sidney, Montana. Cooperative Extension Community Development Specialist.

Nebraska Mary Gibb. Lincoln, Nebraska. Doctoral Candidate, Adult Education.

Nevada Claire Christiansen. Reno, Nevada. Cooperative Extension Community Resources Development Specialist.

South Dakota Marvin Scholten. Brookings, South Dakota. Professor of Adult Education.

Duane Everett. Brookings, South Dakota. Dean of the College of Education.

Utah Roger Plothow. Salt Lake City, Utah. Utah State Board of Education Adult Education Specialist.

Wyoming James Durkee. Laramie, Wyoming. Professor of Vocational Education.

State Agency Advisory Assistance:State Agency Administrators

Colorado Joseph M. Connors, Director of Adult Education, State Department of Education.

Lowell Watts, Director of Extension and University Services, Colorado State University

|              |                                                                                                                                                                                                                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Idaho        | <u>Marvin Rose</u> , Consultant, Adult Basic Education, State Department of Education<br><br><u>James Graves</u> , Associate Director of Agricultural Extension, University of Idaho                                                                                                                    |
| Missouri     | <u>Bill Chan</u> , Director of Adult Education, State Department of Education<br><br><u>Elvin Long</u> , Assistant Director of Adult Education, State Department of Education<br><br><u>Paul Burgess</u> , Assistant Director, Quality of Living, Cooperative Extension Service, University of Missouri |
| Montana      | <u>Brent Poulton</u> , Supervisor, Adult Basic Education, State Department of Public Instruction<br><br><u>Torlief Aasheim</u> , Director, Cooperative Extension Service, Montana State University                                                                                                      |
| Nebraska     | <u>Leonard Hill</u> , Administrative Director, Adult Education, State Department of Education<br><br><u>Robert Florell</u> , State Leader, Extension Studies and Training, Cooperative Extension Service, University of Nebraska                                                                        |
| Nevada       | <u>Jerry Nielsen</u> , Supervisor, Adult Basic Education, State Department of Education<br><br><u>Dale Bohmont</u> , Director, Cooperative Extension Service, University of Nevada                                                                                                                      |
| South Dakota | <u>George DeBow</u> , Director, Adult Education, State Department of Public Instruction<br><br><u>Milton Rich</u> , Coordinator, Continuing Adult Education, South Dakota State University                                                                                                              |
| Utah         | <u>Brent Gubler</u> , State Coordinator, Adult Education, Utah State Board of Education<br><br><u>Avard Rigby</u> , Administrator, Division of Adult Education and Training, State Board of Education<br><br><u>Lloyd Drury</u> , Associate Director, University Extension, Utah State University       |
| Wyoming      | <u>Richard Rowles</u> , State Director, Adult Basic Education and Administrator of GED, State Department of Education<br><br><u>Robert Frary</u> , Associate Director, Cooperative Extension Service, University of Wyoming                                                                             |

### Staffing Summary

The Project staffing pattern was developed at two levels of operation. The Colorado State University Project staff consisted of five part-time members all with experience with and commitment to local (community) level development of community-wide educational programs. Four of the five were staff members of CSU prior to the initiation of Project Communi-Link. The fifth member, Dr. J. C. Snider, joined the staff to provide community-wide programming expertise and public school adult education experience components to the combined staffing arrangement.

The State Instructional-Consultants were selected by their respective state agency administrators in consultation with the CSU Project staff. They were selected on the basis of their responsibility for and/or commitment to "community level" development of community-wide educational and related programs.

The state agency administrators served a very significant Project advisory and support role in their respective states.

### Operational Procedures

Project operations for the FY 1971 year were conducted within the framework of three pre-determined components: namely, Project Initiation, Project Workshops, and Project Follow-up. It was expected that the Project Initiation and Workshop components would be completed for the eighteen pilot communities during the FY 1971 period (extended) and that the Follow-up component would be undertaken, but only partially completed.

Each of the three components was described in terms of specific procedures to be followed in their implementation. These procedures, which served to guide specific Project operational activities, were as follows:

# 1. Project Initiation component

- Contact the State Directors of Adult Education and Cooperative Extension briefly describing the Project and requesting response if interested regarding a convenient date and location for Project personnel to meet with the two Directors and their colleagues, as appropriate. (September, 1970.)
- Visit interested states to further discuss Project relevance to each state (October and November, 1970).
- Develop sub-contractual arrangements for acquiring "release time" services of one or two State Instructional-Consultants in each state. (December, 1970 - February, 1971).
- Visit pilot communities selected by state directors or their designated representatives to discuss Project relevance to their community basic educational programming interests. (December, 1970 - March, 1971).
- Determine general community situation: including kinds of basic education and related organizations and programs, existing "interorganizational communicative linkages," interest in establishing or improving linkages toward more efficient and integrative basic educational programming, and the selection of six to seven community representatives to participate in the Project Workshop component. (December, 1970 - March, 1971).

# 2. Project Workshop Component

- Two workshops held on CSU campus (early March for first nine communities to complete Project Initiation component and early April for the remaining nine communities).
- Workshops conducted as two and one-half day sessions (Friday through Sunday morning) and inclusive of three basic areas of content: each community group determined "what is the inter-organizational communicative linkage situation in our community?" All community representatives participated in the "Microville" simulation game training device for community-wide adult education programming. Each community group developed a plan for "what is next?" in each community following the workshop experience.
- The "what is next?" plans developed by each community served as a basis for beginning the Project Follow-up component.

# 3. Project Follow-up Component

- Project State Instructional-Consultants assisted the pilot communities to undertake implementation of their "what is next?" plans.

-Project Community Service Specialist staff provided consultative assistance on a "response to requests" basis in the eighteen communities.

#### Summary of Operational Procedures

The above described operational procedures evolved as modifications of the general procedures first set forth in the original Project Proposal (dated November 14, 1969). Adjustments occurred as a result of the realities of actual Project implementation. Regular Project staff meetings and recommendations from State Directors and/or their designated representatives, State Instructional-Consultants, community leaders, and Project internal and external evaluators were the bases for decisions in procedural adjustments.

The procedures, as modified, served to support the Project staff and State Instructional-Consultants in the conduct of their assigned responsibilities for Project implementation.

## PROGRAM OPERATIONS AND EVALUATION

Project operations for the period July 1, 1970 - September 15, 1971, were implemented in keeping with the operational procedures previously described. A continuous monitoring of these operations was conducted by the administrative and community service staff members and by the Project's internal evaluator. The basic evaluative model applied to continuous monitoring of Project implementation included the intended (1) antecedents, (2) transactions, and (3) outcomes attained. These terms are used as the basis for organizing this section of the report as applied to each of the Project's three components.

Since Project Communi-Link's first year objectives emphasized the process<sup>1</sup> of community-wide programming for basic education of adults, the evaluative results were measured in terms of the products of process rather than as products in the form of new or expanded programs, per se. To the extent that program results occurred as a "spin off" of the process activities, these were recorded and are reported herein.

### For the Project Initiation Component

State level. The intended antecedents for this area of Project operations were:

1. To correspond in writing with State Directors of Adult Education and Cooperative Extension in the sixteen states regarding Project implementation.

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<sup>1</sup>Project Communi-Link Objectives for FY 1970-71: (a) the development of "teams of community leaders, and (b) the training of these teams in the community-wide programming process (see pp. 6 and 7 for detailed objectives.)

2. To meet together with the Directors in their respective states.
3. To discuss basic education programming and problems and needs thereof.
4. To orient the Directors regarding Project goals, procedures, and operations.
5. To interrelate state basic education programming needs to Project goals and operations.
6. To facilitate selection of two pilot rural communities and to identify a person or persons to serve in the state instructional-consultant role.

The resulting transactions for Project Initiation at the state level were in keeping with intended antecedents. The sixteen eligible states were contacted in writing. Those responding were visited by the Project Director or Associate Director accompanied by one or more members of the Project community services staff. Discussions at the state level meetings were conducted in keeping with intended antecedents 3-6 above, in states where a decision to participate was reached. In states where a decision not to participate was made, antecedents 3-5 were the focal points of discussions.

The outcomes of Project Initiation at the state level were as follows:

1. Twelve of the sixteen eligible states arranged meetings of the Directors and/or their representatives with Project staff. Two states responded that they could not participate in the FY 1971 year and the two remaining states did not reply to Project correspondence. Fifty state level leaders were present at the twelve meetings with a range of between two to eight state leaders per meeting.
2. Nine of the twelve states visited decided to participate in FY 1971.

3. Each of the nine participating states selected two pilot rural communities and designated State Instructional-Consultant(s) personnel. (Eighteen pilot communities and 12 State Instructional-Consultants were selected.)

4. State level Project Initiation either enhanced existing communicative linkages between the State Adult Education Agency and the Cooperative Extension Service or, as was true in several instances, established those linkages for the first time.

5. Cost sharing in the form of time devoted to meeting with Project staff, facilities for the meeting, and travel on the part of one or more state level persons was achieved. Estimates of cost sharing for state level meetings approximated \$350 - \$450 per state, or \$3,000 to \$4,000 in total. This amount approximated a one-to-one ratio of matching with Project funds for personal compensation, travel, and per diem of the Project staff members participating.

6. Bases for cordial and meaningful interpersonal relationships among State Directors and Project personnel were achieved.

Community level. The intended antecedents for this area of Project operations were:

1. To correspond with or otherwise contact an individual or individuals in each pilot community regarding Project implementation.

2. To meet in the community with basic education and related programs personnel.

3. To discuss existing basic education and related programs, inter-organizational linkages, and problems or needs related thereto.

4. To interrelate Project goals and operations to community

programming needs and interests, especially the establishment or enhancement of interorganizational linkages toward cooperative programming in the community.

5. To visit several organizations and agencies providing basic education and related programs for adults.

6. To prepare a descriptive visitation report as a basis for reaching decisions about Project implementation in the community.

7. To select six community representatives (professionals, paraprofessionals, and/or volunteers from different organizations) to participate in the Project Workshop component for training in community-wide adult education programming.

The resulting transactions for Project Initiation at the community level were in keeping with the intended antecedents. The eighteen selected pilot communities were contacted by letter and/or telephone and a Project visitation by two Project staff members was arranged. The visitations generally encompassed two days and included a group meeting with selected community leaders either preceeded or followed by visits with several separate organizations or agencies within the community. Initial visitation descriptive reports were prepared and distributed to the communities and sixteen of the eighteen communities were revisited a second time during the Project Initiation period.

The outcomes of Project Initiation at the community level were inclusive of:

1. A 100 percent participation in Project implementation was achieved for the eighteen initially selected pilot rural communities.

2. An average of approximately ten community leaders were present at

the initial community meetings with Project staff, representing some 180 personal contacts at the community level during the Project Initiation component of operations. Agencies and organizations visited individually accounted for an additional 5 to 10 personal contacts between community leaders and Project personnel.

3. Partial qualitative and quantitative information regarding existing interorganizational linkages and the potential for their being established (where non-existent) or enhanced (where some linkages were found) were noted during community visitations. An increased awareness of and interest in fully functional interorganizational communicative linkages were achieved among the leaders involved.

4. Descriptive data regarding the aims, content, resources, and target audiences of existing basic education and related programs were partially developed during the initial community visitations. These data were assembled in written reports and distributed to the community leaders who participated in the Project Initiation activities in their respective communities.

5. Cost sharing in personal time devoted to Project meetings and separate agency visitations by community representatives and in the provision of meeting facilities and materials was estimated to be not less than an average of approximately \$950 to \$1200 per community, or \$17,000 to \$20,000 for the total of eighteen communities. This amount approximated a one to two ratio of matching with Project funds for the time and travel of the responsible Project Community Services Specialists.

6. Each of the eighteen communities selected six representatives to participate in the Project Workshop component.

7. Positive interest and enthusiasm for continuing Project cooperation and consultative assistance were expressed by leaders in all eighteen communities.

For the Project Workshop Component

The intended antecedents for this area of Project operations were as follows:

1. To conduct a two-day pre-workshop for State Instructional-Consultant staff as a means to developing the workshop format and content for state and community leaders to be held in March and April.

2. To conduct two, three-day workshops for teams of six community representatives from each cooperating community and for their State Directors of Adult Education and Cooperative Extension or their designated representatives.

3. To provide, through the workshop experience, the opportunity for participating community and state level representatives to (a) internalize the process of community-wide adult education programming, (b) develop skills for and a commitment to its implementation in their respective localities, and (c) develop "action plans" for its implementation in the communities during the Follow-up component of the Project subsequent to the workshop experience.

The resulting transactions for the Project Workshop component were inclusive of activities involved in holding a pre-workshop at CSU for State Instructional-Consultant personnel on February 25 and 26, 1971 and two workshops for state and community leaders, one for 9 communities on March 5-7, 1971 and the other for the remaining 9 communities on April 2-4, 1971.

The outcomes of the Project Workshop component of operations were:

1. Nine State Instructional-Consultants participated in the February pre-workshop at which time the basic format and content of the March and April workshops were decided.

2. One hundred seventeen (117) community leaders and 12 state leaders, or a total of 129 individuals were trained at CSU workshops in the process of community-wide programming. The 117 community participants represented 25 different community-level agencies and organizations (see Appendix A) who held positions inclusive of Directors, counselors, teachers, agents, aides, ministers, etc.

3. Each of the eighteen communities prepared 'action plans' as a basis for the 'back home' community Follow-up component to proceed in each community with Project staff and State Instructional-Consultant assistance subsequent to the workshop.

4. Each community developed its action plan in keeping with the unique concerns and needs of the individual community. Thus, the Follow-up component would vary community by community.

5. Workshop evaluations tended to reveal that the workshop participants were, for the most part, greatly enlightened about how to effectively accomplish a community-wide programming effort in their respective communities. They were, in general, very enthusiastic about its potential to assist them in determining and meeting the basic educational and related needs of the adults residing in and near the localities they represented. (See the April 29, 1971 Progress Report for detailed reports on the Workshop component.)

6. Cost sharing in the form of state and community representatives' time devoted to the workshop experience was estimated to be approximately

\$18,000 - \$20,000 or nearly one-to-one ratio with Project resources.

For the Project Follow-up Component

The intended antecedents for this area of Project operations were as follows:

1. To establish follow-up consultative assistance activities with at least one-third (6) of the 18 pilot communities during the remainder (mid-April to mid-September, 1971) of the FY 1971 Project year.
2. To assist those communities, as per their requests, to begin to implement the action plans set forth in the preceding CSU Workshop component.
3. To further enhance in each pilot community (within which follow-up activities occurred): (1) the further development, enhancement, and/or consolidation of the "team" approach to cooperative, integrative community-wide basic educational programming and (2) the further training of these team members in the application of the community-wide programming process to their unique community situations.
4. To conduct such other assistance to community-wide programming efforts as might be requested by the separate communities and as appropriate to the accomplishment of intended antecedents numbered 1, 2 and 3 above.

The resulting transactions for Project Follow-up were as follows: communities requested follow-up consultative assistance from Project State Instructional-Consultants and from CSU Community Service Specialist staff. Each request was responded to through visitations to the communities by the appropriate Project consultative staff member(s). Consultative visitations tended to take the form of one or more of the following three types of activities: (1) attendance at general meetings of the community "teams" as they explored ways to further enhance, expand, and/or consolidate their interorganizational communicative linkage systems for community-wide

programming in basic education for adults: (2) assistance in developing and conducting a training workshop in the community, similar to that experienced by the participants in the CSU Workshop component, for a broader-based representation of community organizational leaders and other citizenry and (3) assistance as a direct response to community requests for specific types of 'communicative linkage' efforts--such as mini-workshops to meet specific program development needs and the development of community programming resource directories.

The outcomes of the Follow-up component of Project operations were several:

1. Follow-up consultative assistance was achieved with 15 pilot communities during the period mid-April to mid-September 1971.
2. Follow-up visitations varied from one to several visits per community.
3. Consultative assistance to the communities involved the following:
  - a. Enhancement of the base of community representation and/or intercommunicative function of adult education councils in three of the pilot communities where such councils were in being prior to Project Communi-Link.
  - b. Establishment of an interorganizational communicative linkage system (e.g., adult education council, community services council, community interagency committee, ad hoc program development committee, etc.) in nine communities where none existed prior to Project Communi-Link.
  - c. Assistance to seven communities in the development of preliminary directories (clearinghouse source references) of basic education and related program resources (human, program content, and facilities) for use by (1) various organizations in the community to refer needy adults to an

appropriate program resource, (2) those responsible for program development to fill 'gaps' in the community-wide program and to avoid unnecessary duplication and competition and (3) community residents who are seeking assistance.

4. Consultative assistance to communities in special workshops and general community-wide program planning meetings as follows:

a. Community workshops:

(1) Training in community-wide programming for a wide range of community organizational leaders--professionals, paraprofessionals, volunteers, and lay persons. Seven communities in which community workshops were held in FY 1971 (or were planned and scheduled to be held in late September or early October, 1971--at the beginning of the FY 1972 Project year).

(2) Special need mini-workshops in two communities: one a recruitment-motivation workshop for paraprofessionals of the several basic education and related programs of both communities; the other, a workshop for volunteers to work in one community on a one-to-one basis with 'hard core' adults in their homes.

5. Additional outcomes not planned for FY 1971 (not expected to be accomplished in the first year of Project operations), and which, therefore, surpassed Project expectations, were:

a. Establishment of new Adult Basic Education programs in several communities (a survey of a 20 percent sample of the communities revealed that 17 new programs, one a special program for American Indians, were initiated in those communities and that there had been approximately a 75 percent increase in ABE enrollment in those same communities).

b. The initiation of 'state delivery system' activities (Project diffusion and dissemination) in four of the nine states.

(1) Training in community-wide basic education and career development programming for approximately 100 state and community level organizational representatives of adult education, family services, employment security, and vocational rehabilitation members in one state. The training experience is being followed by assistance from a state-level inter-agency task force to assist communities throughout the state to implement community-wide, cooperative and integrative basic education and career development programs.

(2) Training for Cooperative Extension personnel in three states, said personnel having program development and supervision responsibilities throughout their respective states.

c. Increases in state financial support, supplemental funding by other agencies, numbers of teachers and paraprofessionals, and in administrative and supervisory time for ABE programming have been reported.

Summary of Project Communi-Link Accomplishments for FY 1971 (July 1, 1970 - September 15, 1971)

The Project objectives, as stated in the original proposal, were largely achieved. Those objectives were: (1) to develop "teams" of professionals, paraprofessionals, and volunteer community-level workers in the pilot rural communities participating in the Project, and (2) to train the teams of workers in the process of community-wide, basic educational programming for adults. (See p. 6 of this report for detailed objectives).

1. Nine states and eighteen rural pilot communities participated in Project Communi-Link during FY 1971.

2. All eighteen communities completed the Project Initiation and Workshop components. Thus objective 1, "to develop teams," was achieved. Each pilot community selected teams of not less than six representatives to participate in the CSU Workshop component.

3. Training in community-wide programming was provided for 117 community-level professional, paraprofessional, and volunteer leaders. Twelve state leaders also received community-wide programming process training during the Project Workshop component.

4. Fifteen communities participated in the Project Follow-up component and received, at their request, consultative assistance in the form of one or more of the following:

a. Community-level workshops for training a large number of community-level professionals, paraprofessionals, volunteers, and lay persons in the community-wide programming process. Seven communities and approximately 300 individuals were reached by this community-level follow-up activity.

b. General community "communicative linkage" and/or "program development" meetings were attended by Project consultative staff on one or more occasions in each of the fifteen communities. Some 10 to 40 individuals per community (meeting in community councils or committee groups) participated in these meetings.

c. Three communities having adult education councils (an inter-organization communicative linkage system) were assisted to enhance and/or expand that system.

d. Nine communities in which no interorganizational communicative linkage systems existed prior to the entry of Project Communi-Link were assisted to establish such a system.

e. Seven communities were assisted to develop a "clearinghouse source reference or directory" of existing basic education and related programs resources in their communities.

f. Two communities were assisted to develop special need "mini-workshops" dealing with recruitment and motivation of adults to participate in basic education and related programs and with the training of volunteers.

A general evaluation of the accomplishments of Project Communi-Link operations for FY 1971 by Dr. Douglas Sjoerren of the CSU Human Factors Laboratory (Project Internal Evaluator) revealed that while only three of the pilot communities experienced a low level of progress in achieving intended community outcomes, six achieved a moderate level of progress, and nine (or 50 percent) achieved a high to very high level of intended community outcomes. Thus, fifteen (or 80 percent) of the communities experienced a moderate to high level of success in the development of interorganizational communication linkage systems as a basis upon which to build effective, self-sustaining community-wide programs for the basic education of adult residents in those communities.

## APPENDIX A

ORGANIZATIONS AND POSITIONS REPRESENTED IN  
THE MARCH AND APRIL CSU WORKSHOPS

| <u>Organizations Represented</u>                        | <u>Positions/Responsibilities Represented</u>                                                                              |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Employment Security Services and WIN                    | Directors, Counselors, Teachers                                                                                            |
| Extension                                               | Home and Agricultural Agents, ENP Aides                                                                                    |
| Adult Education (Public Schools)                        | Directors, Teachers                                                                                                        |
| Churches                                                | Ministers                                                                                                                  |
| Vocational Rehabilitation                               | Counselors                                                                                                                 |
| Welfare and Family Services                             | Directors, Case Workers                                                                                                    |
| School District                                         | Superintendents, Principals, Teachers, Counselors, Special Program Coordinators, Community Education Coordinators          |
| Community and Junior Colleges                           | Directors of Continuing Education, President, Directors of Agriculture and Business, Teachers, Coordinators, Board Members |
| Vocational-Technical School                             | Teachers, Directors                                                                                                        |
| Adult Basic Education                                   | Teachers, Directors, Aides                                                                                                 |
| Neighborhood Youth Corp (Main-stream)                   | Directors                                                                                                                  |
| Salvation Army                                          |                                                                                                                            |
| Industry (Electric Company, Ranching, Mining)           | Management, Public Relations, Personnel Directors, Information Service                                                     |
| Tribal and Intertribal Councils                         |                                                                                                                            |
| Labor                                                   |                                                                                                                            |
| City Council                                            | Members, Attorney                                                                                                          |
| Law Enforcement Agency                                  | Chief of Police                                                                                                            |
| Public Health                                           | Nurses, Supervisors, Sanitarian                                                                                            |
| CAP                                                     | Directors, Supervisors, Aides                                                                                              |
| VISTA                                                   | Supervisors                                                                                                                |
| Head Start Program                                      | Career Development Coordinators                                                                                            |
| Governor's Commission on Vocational-Technical Education |                                                                                                                            |
| American Association of University Women                |                                                                                                                            |
| Chamber of Commerce                                     |                                                                                                                            |
| Regional Economic Development Association               |                                                                                                                            |

## APPENDIX B

### Evaluation Report to Project Communi - Link

Douglas Sjogren  
Human Factors Research Laboratory  
August 16, 1971

This paper is a report of the information and impressions we have of the work of Project Communi-Link this year. The report is evaluative in the sense that we have made judgments about the project throughout the report. We regard the report to be formative in nature, however, in that our judgments are made in terms of suggestions for change rather than in terms of overall worth of the project.

Two aspects of the report will be obvious to the reader. We point them out here, not for apology, but to indicate our recognition and acceptance of them. First, the report is based to a great extent on "subjective" information. Opinions, perceptions, feelings, etc., constitute much of the data base. These data sources are legitimate and important; they are evaluations. Second, the report is more on process than product. At this stage of the project, it is process-oriented, and the primary product of the project, effective adult education programing in the communities, will not be observable until the process objectives are reached.

The report is organized to present the information about the project in terms of the extent to which the intended antecedents, transactions, and outcomes were attained. The summary and conclusions section contains some statements that are offered as hypotheses about relationships between certain important variables in the project.

#### Antecedents

At the start of the project it was intended that certain antecedent or contextual conditions would obtain. These intents are examined in the following paragraphs.

1. The university has a commitment to the project and the philosophy underlying it.

A minimal commitment to the project by the university is reflected by the fact that space and some overhead costs have been provided for the project. This is minimal in the sense that the university has received more than it has provided in terms of dollars. The philosophy of the project is consistent with the philosophy of the land-grant university in that the project and land-grant philosophies both regard service to be a proper function of the university.

Specific information about this intent was obtained from a meeting attended by certain University officials and from interviews with the Academic Vice-President and the Dean of the College within which the project is located.

The meeting, held in May, was in conjunction with a project of the University of Utah and was on the need for programs to train adult educators. The Academic Vice-President, the Dean, the Associate Dean for Teacher Education, and the Head of the Education Department were in attendance and each entered into the discussion. Although Project Communi-Link was not specifically discussed, the comments of the four men did reveal that each recognized the need for expansion in adult education programming at all levels and that the university has an important role in this area. On the other hand, it also became clear from the comments that the university commitment to expansion of the adult education area was not of high priority. It is quite evident, for example, that if Project Communi-Link were to lose outside funding the program would disappear with little residual.

The interviews with the Vice-President and Dean yielded some information, however, to indicate that the university is more committed to the project than the above paragraphs might indicate. Both men were quite familiar with the project and indicated high interest in it. Their interest, however, was not so much in terms of the adult education goals as it was in terms of regarding Communi-Link as a possible model for delivery of University extension services. They feel the universities are groping for delivery systems that will extend the social science resources to the social systems that need them. The county agent model works well for delivering products, e.g. specific knowledge about agricultural practices, but less well for delivering processes, e.g. community development systems. The feeling was that if Communi-Link is effective in delivering a planning model to the communities with which it is working, then the University will be quite interested in expanding the use of the model beyond education and that the system would be internalized into the University structure.

The preceding paragraph provides a first glimpse of a variable that may be quite important for the project. We call the variable "perception of the goals of the project". Various perceptions seem to be held, and it may be that they are related to project progress in a community. Some seem to regard the project as being concerned with basic adult education, while others perceive the project as being less focussed and being concerned with community development generally. We point to the variable here, it will be discussed further in the sections on state and community work.

In our judgment this intended antecedent has been partially met. The University has definite interest in the project but a commitment to it in terms of line item support is dependent on the results. The project philosophy is certainly consistent with the land-grant philosophy which has been and is wellimplemented at Colorado State University.

2. The staff of the project at CSU has the needed competencies and adequate time for the project.

The staff has the necessary qualifications for the project, especially if the project is considered to have the general community development orientation. (Vita of the staff are in the Project Report.) The background and interests of this year's staff were loaded heavily on community development.

The work of the project would probably have been benefitted if there had been more expertise available in basic adult education programing. Also, because of the fact that a specific focus of the project is on delivering education to the "silent minority" groups in the communities, the project needed staff who could relate readily to such groups.

The project director did seek to hire such persons, but the late funding restricted the effectiveness of the recruiting in this area. The writer has interviewed applicants for staff positions for the next year, and it is obvious that an attempt is being made to bring to the staff expertise in basic adult education and persons who can relate to those minority groups found in rural Western United States (mainly Chicano and Indian).

The adequate time intent was not met as well as was hoped. During the first few months of the project (up to about January 1), it was apparent that some of the staff could not devote as much time to the project as they wanted to because of commitments they had made before this project was funded. Again, the lateness of the funding caused a problem. Since January 1 the staff has been able to devote the needed time, and much work has been accomplished. The employment of a secretary about midway through the year made a noticeable difference in freeing the director from some administrative detail and in facilitating staff communication.

The administrative burden of this project is large. Meetings, travel schedules, contracting for services, and other things must be arranged. An administrative assistant is needed and one will be employed next year. The Project Director has administered the project well, but the administrative load has hampered his work in the communities and his need to have the time to study and think through problem solutions and creative approaches to situations. Hopefully, the employment of an administrative assistant will free the project director to provide more substantive leadership than he was able to do this year.

This intent was met well in terms of the staff being competent and energetic. The adequate time intent was also met after the first few months as the staff was able to free itself of other commitments and also by the staff being willing to devote many hours to the project beyond what is considered the normal work week. In our judgment there were two gaps on the staff in terms of competency or background. These gaps will likely be filled next year. Also the project director was too involved in administrative detail and did not have the time to devote in his unique capability as a creative leader. This situation will improve next year with the employment of an administrative assistant.

3. The cooperating state agencies have an interest in and a commitment to the philosophy of the project.

The data sources for information on this intent were reports of state visits written by the staff, reports written by the state instructional consultants, discussions with staff members, and from attendance at consultant meetings attended by state level people.

The states involved in the project are Missouri, South Dakota, Nebraska, Montana, Wyoming, Colorado, Idaho, Utah, and Nevada. Idaho and Montana became involved later in the year than the other states.

The commitment and involvement of the state agencies has been spotty. There is much variation on this dimension across the states and also within the states. The variation is so great that it is difficult to characterize the states.

The reports on the initial visits to the states indicate that each state was receptive to the project, but the decision to participate was one of "acceptance with caution." One unintended positive outcome of many of the initial state visits was that it effected for the first time dialogue among the state agencies working in the area of basic adult education.

The caution of the states in the initial visitation is understandable. The state agencies were not well-acquainted with the project, and, in this time of tight budgets, they weren't about to commit themselves to participation in any project that would further stretch their resources.

Many of the State Directors of Adult Basic Education were in attendance at one of the meetings. My feeling from listening to the discussions was that the directors were less supportive of the project than I expected. The message they seemed to be sending was "Give us the money and we will do a better job with it". The project staff needs to work more closely with this group.

The outcomes section of this report presents additional information about state agency involvement. There have been some favorable outcomes in this area that were not explicitly stated intents of the project.

4. The state instructional consultants have the needed competencies and adequate time for the project.

Eleven consultants have been employed. There are two each in Montana, Nevada, and Missouri. The states of Wyoming, Idaho, Nebraska, South Dakota, and Utah have one each. The project staff at CSU takes care of the consultant role in Colorado. The training, experience, and positions of the consultants is quite varied. Some are from Coop Extension, some from general adult education, and others from Adult Basic Education. The backgrounds of the consultants are such that all seem to have the kinds of experiences and competencies to enable them to contribute uniquely to the project.

5. The selected communities meet the following criteria:

- a. are rural
- b. have existing adult programs
- c. have adult basic education needs

A complete description of each community is presented in the outcomes section. That material indicates that the criteria for selection were met well in each community.

6. What is the general context for the program in the states and communities?

Material with respect to this question is presented in the outcomes section.

7. What is the context for the program at CSU?

The project is administered in the Department of Education in the College of Humanities and Social Sciences of the University. The space and equipment allotted to the project seem adequate. Three persons on the project staff hold appointments in Education, one has an appointment in Economics, and another has a special appointment in the Office of Conferences and Institutes.

The writer feels there are two situations that need consideration in terms of the university context. First, although there have been some linkages between the project and the Extension Office in terms of personnel with joint assignments, it appears that this linkage is not as strong as might be desired. Second, the project should perhaps serve more of a training function that it now does by involving more graduate students. The availability of graduate students with interest and competence in the project is a problem, however, because of the lack of a doctoral program.

#### Transactions

1. Visits are made by the project staff to various states and at least eight states are obtained for the project and two communities in each state.

Nine states are involved in the project this year and there are two communities from each state. This intent was reached.

2. The project staff and the state coordinators work out and carry on a coordinated schedule for consultation in each of the communities.

This intent was changed somewhat as the project progressed. The scheduling of consultation work in the communities was less-structured than the stated intent implies. This change is consistent with the philosophy of the project in that an aim of the project is that the leadership in a community should emerge from the community requests rather than being imposed on the community.

The reports of the state consultants and our interviews with project staff at CSU contain information to indicate that the consultants and CSU staff are coordinating their work quite well and also communication well with each other. The monthly meetings of the consultants and staff are certainly facilitating communication. There is some variation across the states in this regard, however, and these variations are discussed in the outcomes section.

3. Workshops are conducted for personnel from the local communities and at the state level.

Two workshops were held on the CSU campus. Reports on these workshops are appended to this report. About 60 people attended each workshop. From three to eight persons were in attendance from the communities. The modal number of persons from a community was six. At least two state level persons were in attendance from each state.

The main activity in the two workshops was playing a simulation game on community planning. Workshops using this game have been conducted in three of the communities and definite plans for conducting the workshop have been made in four communities. The game workshop has also been done for state level persons in one state and plans have been made to do this in another state. The staff has also done a workshop on recruiting ABE participants in two communities. Another workshop has been done in which volunteer teachers of ABE were trained.

This intent has been carried out well.

4. The project staff will visit and consult with interested parties about the project. These are people who are not directly involved with the project such as university staff members, staff from other states and communities, etc.

There is little information to indicate that this intent has been carried out in any systematic way. Certainly informal contacts have been made, but there was no overt effort at dissemination during this first project year. This situation is understandable because the time and energy of the staff was committed to getting the project established. It should be mentioned that an attractive and informative brochure on the project has been developed and used.

The Dean of the College of Humanities and Social Sciences was critical of this aspect of the project in the University. He felt that the Communi-Link project can and should become more visible in the University than it now is. He also identified some persons in the College who are interested in community development and who might interact with the project to the benefit of both.

The dissemination aspect of the project should have more attention next year both within the university and beyond the university. Perhaps more communities could be reached with an information-giving session.

5. Clear procedures for communication among the project staff are planned and conducted.

Staff communication has improved tremendously during the year. During the first few months of the project there were problems because the staff was not officed together, they were on-the-road, and the project did not have a full-time secretary. The problems seem to be minimal now, and the employment of an administrative assistant next year should facilitate staff communication even more than it is now.

6. Two site-visits are made of the project by a three-man team that is qualified to make judgments about the philosophy, goals, and conduct of the project.

One site visit was made by a three-man team, and they made some excellent recommendations to the project staff. The writer is not aware of a second visit. However, one member of the team has made at least two additional visits. This person is eminently qualified to contribute much to Project Communi-Link and he is doing just that. He has provided ideas and material for the consultants that have been very useful.

For the next year, I suggest that this person be used as a consultant to the project, and that he be replaced on the site-visit team. He has apparently identified strongly with the project, and, although his judgments are still credible, some might question his objectivity. Furthermore, his unique interests and abilities can be used more fully if he is in a recognized consultant role rather than in the evaluator role.

#### Outcomes

1. Participants in the workshops exhibit changes in knowledge and attitude that are consistent with the objectives of the workshop.

This objective is specific to the two workshops held at CSU. Evaluative reports of the workshops are appended. The data in those reports indicate that the participants did exhibit the desired knowledge and attitudes at the end of the workshops. The impact of the workshops is also evident from what has occurred in most of the communities since the workshop experience.

2. Project personnel are perceived as being helpful in effecting changes in the communities.

Interviews with staff members and the state consultant reports indicate that the project staff feel they are accepted in each of the communities. The approach in each community has been quite low-keyed. In every community, but one, the project staff has been successful in stimulating action, but then backing-off and letting the community carry-on. The staff has been successful in establishing their role as helpers and consultants rather than directors. The one exception is a unique situation where the consultant is on leave at CSU from a position in that community. There has been some role ambiguity in this situation that caused problems, but the situation seems to be clarifying and there are persons in the community who are now initiating action rather than waiting for the consultant to do so.

Some additional comments are relevant to this outcome. As indicated earlier in the report, there is some variation in state consultant effectiveness. This variation does not seem to be related to training. Following are some very tentative hypotheses with respect to consultant effectiveness.

- a. Consultant effectiveness seems to be related to the position of the consultant. Those consultants who seem to be able to function most effectively are those who have a position is such that the project work is very similar to the work they have been doing in their positions, for example, community work in an Extension Division. We have judged effectiveness in terms of number of visits made and reports of action in the communities.

b. Consultants who identify with a single community seem to be quite effective. This relationship is not so clear, however, as the one mentioned in a. The data suggest that two types of consultants might be considered. One would be state-wide and would be a person whose work has a primary emphasis in community development. The other type would be a person in the community who has a position that is consistent with the project work. One problem with this last type is that it would perhaps be less effective than the other in stimulating action at the state level, which seems to be important in the long-run.

c. Consultant effectiveness is inhibited if the consultant has an ambiguous role of consultation and community leadership. Jim Read is the one case of this. This statement is relevant to point b. If the community consultant is a local leader there is the possibility of role conflict which happened with Jim. There is also the possibility that the consultant will exert too much leadership. In this last case, progress may be made in a community on a short-term basis, but for the wrong reasons, which may impede long-term continuing progress.

3. A clearinghouse of tried procedures and techniques is started.

There is little evidence that this has been done in any systematic way. Project Communi-Link has had interaction with the RFD, the Appalachian, and the Butte Home-bound projects. The procedures and techniques of these three projects have been studied, and have likely had impact on Project Communi-Link. One impact is that one community is borrowing from the Appalachia Project for a home-bound ABE program. Many of the communities have developed a clearinghouse of adult education activities and agencies for the community.

The project staff should start, in a systematic manner, to make a record of the various procedures and techniques that have been used along with a judgment of their effectiveness and generalizability.

There are three intended outcomes with respect to the communities. The presentation on these outcomes is to provide a brief description of the project operation in each community and then make a judgment in terms of each outcome. One point should be made with respect to the data. It was intended that hard data would be obtained in each community to permit a precise description of the situation in each community at the start of the project. These data were not obtained, however, because it was decided that the gathering of such data by the project staff would interfere with the goals of the project. Each community should arrive at the point where they feel that a needs assessment should be done. This is part of the planning process. It was therefore decided that the descriptive data reflecting community needs would not be obtained until such time that the community determines that this should be done.

The three intended community outcomes were:

4. Each community makes progress toward the establishment of communication linkages among the adult education components.
5. The adult education needs (especially basic education) of each community are clearly identified and progress is made on a plan for meeting these needs.
6. There is evidence that the progress made this year in each community will be self-sustaining, and the plans and linkages will be viable without the support of the project.

#### State I

There are two consultants in this state. The relationship among the two consultants and the CSU staff is not clear, however. There is some indication that the consultants are working independently in the two communities rather than cooperatively. Consideration is now being given to changing the consultative arrangement in this state.

Community A. This is a community of about 14,000 persons. The main industries are agriculture and tourism. The community has a community college which was started as a local effort, and after several years of marginal existence it now has outside support from the state and from a foundation. All school district adult education activities are in the community college. The community college has an advisory board which hasn't been used well as it might be.

The decision to work with this community was made at the state level. The first contact was made with a Rural Development Council made up of persons from the college, coop extension, employment security, and the school district. Seven persons from the community attended the CSU workshop. They returned and initiated a survey of adult education programs in the community. A Resource Action Council in the community was contacted and it was decided to hold a workshop similar to the CSU workshop in the community. This was done, and 42 people completed the workshop. The participants were a cross-section of the community except that no elected officials participated. There was discussion of establishing an adult education council in the community, but this has not yet been done. A September meeting is planned to decide on next steps, but it is not clear who will be at this meeting.

In terms of the intended outcomes, it would appear that progress has been made on establishment of communication linkages, but whether these will persist is not yet clear. The survey may have helped somewhat in need identification, but more work is needed in this area. On a 5-point scale of extent of goal attainment, we would rate this community as a 3.

Community B. The population is about 10,000. The main industries are mining and manufacturing. This community has had an adult education committee for several years and a coordinator of adult education in the schools. The original contact in the community was with this committee. Seven members of the committee attended the CSU workshop. They returned and have held a community workshop attended by 16 persons including the mayor and a county commissioner. A survey of adult education agencies was made and it was found that much adult education was occurring that the advisory council was not aware of. It is quite likely that the composition of the adult education advisory council will be expanded. A strike in the major industry of the community has slowed the work somewhat because of the energy being used to meet the strike crisis.

This community appears to be well on its way to establishing on-going linkages among the adult education agencies. As this occurs it is likely that the needs will be better identified. We would rate this community as a 4.

It should be mentioned that in both communities in this state there is an identifiable minority group, but the reports indicate little adult education effort with them.

## State II

The consultation in this state is done by the CSU staff. There is little evidence that the state level agencies have much commitment to or interest in the project.

Community A. The population of this community is about 19,000. The principal industries are agriculture and mining.

Nearly all of the formal adult education is in a junior college. This includes ABE programs. There is no ENP program in the community.

The first contact in the community was with the junior college people. Subsequent contacts were made with identified community leaders. Six persons attended the CSU workshop representing a cross-section of agencies. These six formed an ad hoc core committee who reported back to a meeting of community leaders. At this meeting it was decided to hold a workshop in the community. This workshop was held in early August. Some 100 people were contacted about the workshop and 37 persons attended. The follow-up meeting also produced a decision to expand the definition of the community to include the county. Plans were made after the workshop to start an Adult Education Council.

Some problems in getting the project going in the community may be due to the unique consultation arrangement. The consultant is the county extension agent who was on leave this year and was on the project staff at CSU. There is some indication that the community people may have been

expecting him to provide the leadership. When this didn't occur some persons on the core committee did finally pick it up. More movement may be expected next year when the consultant returns to his county role.

Some progress has been made in establishing linkages. At least there is the beginning of an awareness that the adult education needs are not being met as well as they can be. Progress has been slow, however. We would rate this community as a 3.

Community B. Few data are available on this community. It is primarily agriculturally and tourist oriented with some mining. The population is about 10,000.

The community as defined by the project is large in area, some four counties. There is a distinct geographic separation between the north and south parts of the area, and this separation is also evident in terms of social and cultural interests. There is an intermediate public school district that ostensibly works in the entire area, but in fact appears not to do so very well. The existence of this agency was one reason for selecting this area and the first contact was made with this agency.

Six persons attended the CSU workshops. However, three from the south attended one, and three from the north attended the other. Furthermore, three of the original contacts have left the area.

Nothing has happened in the community since the workshop. The project will have to start over in this area if it wants to effect progress. Perhaps the project should not try to define the community as the intermediate school district. We rate this community as a 1 in terms of attainment of the project goals.

### State III

This state has one consultant who is a Rural Development specialist in the State Extension Service. His Communi-Link work ties in very well with his over-all responsibilities. The state extension leadership is enthusiastic about the project, and they are planning to conduct the simulation workshop for the state staff. Both communities in this state are near Indian reservations.

Community A - The community as originally defined was one county with a population of about 30,000. It now is a 4 county area with a population of about 60,000. The primary industries are agriculture, tourism, and some mining and manufacturing. There are ABE and ENP programs in the community. There is a junior college in the main city. The college originally was not supportive of participation in the project, but they now are.

Considerable community planning has occurred in the area, and the initial project contact was with an inter-agency coordinating council. Six persons from the council attended the CSU workshop. The six persons reported back to the council and the community was expanded to include other counties so that the work would be done in an area that coincides with a designated State Planning Area. The focus seems to be on total community development.

The committee has met several times and have begun efforts to catalogue the adult education programs in the area. They are also planning to conduct a workshop in the community this fall.

This community has several established linkages. The project seems to have stimulated some movement toward expansion of the linkages. The community is also quite aware of adult education needs. We assign a rating of 4 to this community with respect to attainment of project goals.

Community B. The population of this community is about 15,000. Agriculture and tourism are major industries. There is an ABE and an ENP program in the community.

Prior to the project, little had been done in the community in terms of community development or in terms of coordination of adult education work. The first contact was made with the Extension Agent who arranged a meeting of community leaders. The response in the initial visit was enthusiastic among the group of program leaders and elected officials. Seven persons attended the CSU workshop. After the workshop, steps were taken to form an Adult Education Council to be appointed by the major and the county commissioners. The progress was slowed when one person in the group died and another person left the community. Both of these people were exerting leadership. Fortunately, two other persons have assumed the leadership role and the work is again progressing.

It is intended that a community workshop will be held this fall. In the meantime, the council is working on a statement of philosophy. Progress toward establishing on-going linkages is apparent in this community. At this point, there is little evidence of needs identification, but this should come as the council works through the planning process. We assign a 4 to this community on attaining the project objectives.

#### State IV

There is one consultant in this state who works out of a state office. Apparently, the project work is the consultant's main responsibility. This state is one where the report of the state visit indicated that there was little mutual awareness at the state level of the work in various adult education areas. This was also a state in which the need to clarify the roles of Communi-Link with CAMPS first became evident.

Community A. This community of two counties has a population of about 30,000. Manufacturing and agriculture are the principal industries. There is an ABE and an ENP program in the community. Much of the adult education work occurs in a community college. The initial contact was with director of continuing education in the community college. The initial meeting was held with a number of program people in the community. Six people from the community attended the CSU workshop. A committee has been formed to arrange for a community workshop. They have also started a directory of adult education and are working on establishment of an adult education council. A reading workshop for ABE staff was held this summer, but this was probably done independently of the project.

There is some movement toward project goals in the community. It would appear however, that effective linkages will not occur until more of the community power structure is involved. We assign a 3 to this community.

Community B. This community of two counties has a population of about 40,000. It is a rich agricultural community. There is a community college which offers a variety of adult education work. There are ABE and ENP programs.

There is not strong agreement that the two counties form a community. The college people say they regard it as such, but some from outlying areas do not seem to identify with the college and the city. It would appear that there is some conflict that is causing problems for the project.

The initial visit was set-up through the director of adult education at the community college. The attenders were primarily program people. Six persons were selected to attend the CSU workshop. Follow-up visits have been made. Plans are being made for two workshops in the area, one in the major city and the other in an outlying area. This illustrates further the possible conflict.

Some progress has been made on establishing linkages, but it is obvious that more must be done before they are viable. There is little involvement of the community power structure as yet. Some need identification has occurred in the area of High School Equivalency and agriculture. Whether this identification is due to the project is not clear. Also not clear is the basis for identifying these as needs. We assign a rating of 3 to this community.

#### State V

There is one consultant in this state. The consultant's primary responsibility seems to be the project work. This state is somewhat unique in its relationship to the project in that the Governor and several state department heads have been briefed and are active in the project. The state consultant appears to be doing an outstanding job of establishing and maintaining linkages at the state level.

Community A. The population of this agricultural community is about 5,000. There is a community college. There are ABE and ENP programs in the community. This community has a vital adult education program and is the only community that had an adult education advisory council before involvement with the project.

The contact in the community was with this council. Four persons from this community attended the CSU workshop. Since the workshop the council has initiated a needs and capabilities survey. The college has hired the person who is doing this.

This community was farthest along in terms of the project goals at the start and has maintained this position. We assign a rating of 5 on our scale of goal attainment.

Community B. This community has a population of about 17,000. Mining, transportation, and agriculture are the main industries. There is a community college. There is an ABE program but no ENP program. Much of the adult education work has been centered in the community college.

The initial project work was with CAMPS. At the initial meetings, five persons were selected who attended the CSU workshop. After the workshop nothing happened for a time. The state consultant and CSU staff returned to the community and in effect started over. They worked through the welfare office and a member of the city council and have arranged a meeting in which persons from the community power structure will be involved. Some of the original contacts are now getting back on the wagon as the project is gaining momentum. A community workshop is now being planned.

This is one community where the project staff have exerted considerable pressure. There was a distinct possibility of failure in the community, and the pressure was probably needed. Hopefully, the leadership will soon revert back to the community.

Recent progress indicates an optimistic prediction of project success in the community. We assign a rating of 3 to this community, however, because it has not been able to progress as it might have. We expect considerable movement next year, however.

## State VI

There are two consultants in this state. One is the State Department of Public Instruction and the other is a Rural Development Specialist in Extension. This state was late in entering the project and they have not done as much to date as some other states. Also, the CSU staff has not spent as much time in this state as in others.

Community A. This community has a population of about 15,000. It is primarily an agricultural and mining community with an Indian reservation nearby. Six persons from this community attended the CSU workshop. They have since worked with agencies, schools, and a Rural Development Council in establishing a clearing house of adult education programs. A meeting has been held to effect coordination among the agencies that are involved with the Indians.

On the basis of limited information we assign a rating of 3 to this community.

Community B. This agricultural community has a population of about 15,000. It is an out-migrant community, especially of the young people. Essentially there has been no formal adult education activity.

The initial contacts were made through extension and 65 persons attended an orientation meeting. Five persons were elected to attend the CSU workshop. The five have formed an ad hoc planning committee. Since the workshop the committee with the consultant have done the following things:

1. Decided to expand the area to include several counties.
2. Planned a one-day orientation workshop for early October and invited about 70 persons to attend from the expanded area.
3. Set up a schedule of forming task forces to do needs assessment, conducting a simulation workshop in November, and developing a community plan.

This community has moved considerably in a brief period of time, and we assign it a rating of 4.

#### State VII

This state has one consultant who works out of the state board of education. During most of the year his status with the project was not well-defined. As of July 1, he is the official state consultant.

Much has occurred at the state level in this state. The simulation workshop was conducted for a multi-agency group from various state departments. The multi-agency group is formed into several task forces of consultants who are working in a coordinated way with nine communities in the state. Workshops will be done in these communities and there will be 30, 90, and 180 day follow-up sessions by the task forces. The multi-agency task force concept was being considered before the project came into the state. The project served as a catalyst to get the idea moving. The consultant developed a comprehensive evaluation of the state workshop. The results were generally positive although there was some indication that some of the state agency people were not well-oriented to the purposes of the workshop.

Community A. This is a community with a population of about 20,000. There is a large Indian reservation in the community. Agriculture, mining, and tourism are the main industries.

This is a difficult community to work in. There is a serious split between the two school districts in the area. The BIA school is also a potent force. The initial meeting of the project was with predominantly BIA personnel. Five persons attended the CSU workshop. Little has happened since the workshop.

We are inclined to rate this community as a 1, but the state consultant feels some linkage progress has been made. We therefore assign a rating of 2. Hopefully, the state consultant will be able to effect some progress in these communities next year. It would seem the project might attempt to work with persons in the power structure and do an end-run of the bureaucratic problems.

Community B. This is a mining community of about 20,000 people. There is a community college.

There has been much adult education work in this community. The Communi-Link idea has functioned very well here, perhaps because the community was ready for coordination. Two orientation meetings were held by the CSU staff. The community sent eight people to the CSU workshop. These people have worked hard on a person-to-person basis to establish a County Coordinating Council with an executive committee. The council has 55 members.

The council has established a written philosophy, developed an organizational chart of responsibility, and established a procedure for determining wants and needs. All of this has been done with no input from the project staff since the workshop.

We rate this community with a 5. We would like to identify specific reasons why the Communi-Link idea has been implemented so quickly and well in this community. We can not do so, except to observe that the conditions were just right.

#### State VIII

This state has one consultant who is in a university department of education. The Director of Adult Education in the state was a facilitator for the project especially in its early stages.

Community A. This is a mining community of about 20,000 population. Agriculture and tourism are also important industries.

There is an ABE program and an ENP program. Much of the adult education is done in the public schools. There is no community college, but there is a small state college in a nearby community.

The initial meetings were held with a group of identified leaders in adult education. Six persons in this group attended the CSU workshop.

Since the workshop, an ad hoc adult education council has been formed. This council of 21 members is headed by a school official. The council is examining its composition and will try to broaden its base to include especially representation from a large industry in the community and the union.

A workshop was held in the community. It was attended by 45 persons. A statement of philosophy and goals has been developed, and the council is now working on a needs assessment.

Considerable progress has been made in this community, and we rate it a 4.

Community B. This is an agricultural community of about 15,000. There are ABE and ENP programs. There is some adult education offered by the high school, and there is an area vocational-technical school. The area school restricts enrollment to high school graduates.

The initial contacts in the community were with public school people. The project has not been able to establish a relationship with the extension staff. At a meeting of community leaders, it was agreed to send six persons to the CSU workshop. The naming of these six required a second visit from the project staff.

Little has happened in the community since the time of the workshop. The staff feel that the public school people have lost what interest they had in the project. It is likely that any movement will depend on an identification of a different leadership than from the public schools.

In terms of the project aims, we assign a rating of two to this community.

#### State IX

There are two consultants in this state. Each consultant works in one of the communities and in fact resides in the community. Their regular position in the community entails work related to the project. The project staff has worked closely with the state education department and university extension. At the present time, there is some misunderstanding regarding the relationship among the project and the two state agencies. It is important that the relationship be clarified.

Community A. Originally there were two cities involved with a total population of about 15,000. The project is now defined as working in a nine county area that has a population of about 100,000. The area is predominantly rural and the main industry is agriculture. There is a junior college in one of the cities and an area vocational-technical school in the other.

The original contact in this community was with the person who became the project consultant. Individual meetings were held with many leaders. A few weeks later a meeting was held in each of the two cities with various leaders. Seven people attended the CSU workshop. Since the workshop this group has served as an ad hoc committee. The committee working with the consultant and the project staff have done the following things:

1. Planned and conducted a recruitment-motivation workshop for ABE workers. Thirty-five persons attended.
2. Compiled a directory of services.
3. Started a pilot program on the use of volunteers in ABE. A workshop has been held for the volunteers.
4. Planned a model learning center for ABE.
5. Assisted in planning an ABE teacher training workshop.
6. Expanded the project to include nine counties.

Much has happened in this community in terms of the objectives. It should be mentioned that junior college is proposing to establish a position similar to the project consultant. We assign this community a rating of 4. Much has been done, but we feel that the fact that the committee is still ad hoc in nature raises some questions about the continuation of the linkages that have been established.

Community B. Originally, this community was defined as 3 counties with a population of about 55,000. It has expanded to five counties with a population of about 75,000. The area is rural and the main industries are mining and agriculture. The area is near enough to a large metropolitan center that some people do commute to work in the city. There is an area vocational-technical school that administers ABE programs.

The original contacts in the community were made through the person who is now the consultant. Two visits were made by project staff, and the school administrators. These seven have formed an ad hoc committee since the workshop. The committee and the consultant have done the following things since the workshop:

1. Planned and conducted a recruitment-motivation workshop for ABE staff.
2. Helped establish three new ABE programs in the region. The project staff feel one of these was especially stimulated by Project Communi-Link.
3. Developed a community services directory.
4. Planned a simulation workshop to be held in October.
5. Planned a home-bound ABE program.

We assign a rating of 4 to this community. As with the other community in this state, we feel much has been done but worry about the ad hoc nature of the committee.

Summary

The following table presents a summary of the ratings along with information on the other variables that seem to be important.

Summary Table \*

| <u>Community</u> | <u>Rating</u> | <u>ABE</u> | <u>ENP</u> | <u>Comm. Coll.</u> | <u>Comm. Workshop</u> | <u>Had Adult Ed. Council</u> | <u>Adult Ed. Council Now</u> | <u>Obvious Split</u> |
|------------------|---------------|------------|------------|--------------------|-----------------------|------------------------------|------------------------------|----------------------|
| IA               | 3             |            |            | Yes                | Yes                   | No                           | Planned                      | No                   |
| IB               | 4             | Yes        |            | No                 | Yes                   | Yes                          | Yes                          | No                   |
| IIA              | 3             | Yes        | No         | Yes                | Yes                   | No                           | Planned                      | No                   |
| IIB              | 1             |            |            | No                 | No                    |                              |                              | No                   |
| IIIA             | 4             | Yes        | Yes        | Yes                | Planned               | Yes                          | Yes                          | Yes                  |
| IIIB             | 4             | Yes        | Yes        | No                 | Planned               | No                           | Yes                          | No                   |
| IVA              | 3             | Yes        | Yes        | Yes                | Planned               | No                           | No                           | No                   |
| IVB              | 3             | Yes        | Yes        | Yes                | Planned               | No                           | No                           | No                   |
| VA               | 5             | Yes        | Yes        | Yes                | No                    | No                           | No                           | Yes                  |
| VB               | 3             | Yes        | No         | Yes                | Planned               | Yes                          | Yes                          | No                   |
| VIA              | 3             |            |            |                    | Planned               | No                           | No                           | No                   |
| VIB              | 4             | No         | No         | No                 | Planned               | No                           | Yes                          | No                   |
| VIIA             | 2             | Yes        |            | No                 | Planned               | No                           | Yes                          | No                   |
| VIIB             | 5             | Yes        | Yes        | Yes                | No                    | No                           |                              | Yes                  |
| VIIIA            | 4             | Yes        | Yes        | No                 | Yes                   | No                           | Yes                          | No                   |
| VIIIB            | 2             | Yes        | Yes        | Area V-T           | No                    | No                           | Yes                          | No                   |
| IXA              | 4             | Yes        | No         | Yes                |                       | No                           | No                           | Perhaps              |
| IXB              | 4             | Yes        | No         | Area V-T           | No                    | No                           | Ad hoc                       | No                   |
|                  |               |            |            | Area V-T           | Planned               | No                           | Ad hoc                       | No                   |

\*Blank cells mean information is not available.

In summarizing the information the following statements are made.

1. As expected, there is some kind of readiness variable. Communities that had adult education programs, and especially adult education councils, were further along and tended to exhibit more attainment of the intended outcomes than those with less of these characteristics.
2. Geographic, social, and/or cultural splits in communities are associated with the community making little progress.
3. There seemed to be a curvilinear relationship between the rating and use of the simulation workshop. Communities with high and low ratings are not likely to have asked for the workshop. We assume for different reasons, however.
4. Except in State IX, we felt that the project had more impact if it was viewed as a general community development activity rather than specifically for basic adult education. In State IX, however, there seems to have been quite an impact, and the work there is clearly specific to adult education.
5. Also, except for State IX, the project seems to have more impact if the community power structure is involved as well as program administrators.

### Conclusions and Recommendations

1. Project Communi-Link has made an effective start toward developing a process to assist communities in meeting their educational needs.
2. Dissemination of the project idea within and beyond the university should receive increased attention.
3. The Communi-Link notion seems to be more viable when it is presented in the context of total community development rather than the specific context of adult education. One state presents an exception to this point, however.
4. Progress in a community seems to be related to factors such as:
  - a. the existence of a community college.
  - b. an existing coordinating council.
  - c. consultants who can devote considerable time either as full-time project staff or are in a position that has similar duties.
  - d. involvement of policy people as well as program administrators.
  - e. splits in the community. (This is a negative factor).
5. The project should worry about its linkage with state agencies, especially CAMPS and the State Director of ABE. These linkages are important in the long-run if the project idea is to persist. The project has been most remiss in this area in its home state.
6. The monthly meetings of the staff and consultants have been very useful. Some of the consultants are having experiences in terms of failure and success that should be shared in these meetings.

Microville Revisited  
Evaluation Report of  
Communi-Link Workshop  
March 5, 6, 7, 1971  
Douglas Sjogren

The organization of this report is to present the data on the extent to which the stated intents of the workshop were met. This is followed by a presentation of the strengths and weaknesses of the workshop as perceived by the participants.

Antecedents

Intent 1 - Six representatives will attend from each of the communities and they will represent a variety of agencies.

Ten communities were represented at the workshop. Seven had at least six representatives, and three had fewer than six. A variety of agencies were represented. The agencies were predominantly educational, however, and more industry, labor, employment service, religions, etc. representation might have been desirable. A few people commented on the lack of representation of target audiences.

Intent 2 - The staff of the workshop are able to supervise the use of the Microville game.

All observations by me, reports by the staff members, and comments by participants indicate that this intent was reached.

Intent 3 - The participants are aware of the purposes of the workshop at the start.

Our main source of data with respect to this intent was an item on the instrument to which the participants responded about the adequacy of the information about the institute prior to their arrival.

| Very low | Low | Moderate | High | Very high |
|----------|-----|----------|------|-----------|
| 6        | 11  | 25       | 15   | 10        |

The numbers are of the number of people who responded to each choice. The results suggest that it might be desirable to provide more and better information about the workshop prior to arrival. Several persons also made comments that indicated a desire for better orientation to the Microville game.

Transactions

Intent 1 - The needed facilities, materials, and equipment are available at the appropriate times in adequate amounts and/or acceptable condition.

From observation this intent was reached pretty well. There was a problem with typewriters which was resolved. Satisfaction with facilities is indicated by the following table.

| Degree of satisfaction with: | very Low | Low | Moderate | High | Very High |
|------------------------------|----------|-----|----------|------|-----------|
| Meeting rooms                |          | 3   | 8        | 32   | 25        |
| Housing                      |          | 4   | 14       | 22   | 22        |
| Eating                       | 2        | 8   | 23       | 18   | 15        |

From these data, it would appear that we might benefit from better eating arrangements if they are possible. Relevant comments in this area were:

"Did not like dormitory-type bath rooms."

"The lounge was uncomfortable. Too hot and not suited to a meeting."

"Tables near the south windows in the cafeteria got too much sun."

"Swap shop was poorly located and was not used by participants."

Intent 2 - The game is played as intended.

Again it appeared from observation that the game did go off pretty well as intended. The game administrators reported that certain kinds of information was not used, and some thought might be given to procedures to facilitate the use of the information. It also became apparent that certain aspects of the game were shortened such as evaluation.

Generally, the comments of the participants toward the game experience were very favorable. Suggestions about the game from participants were in the following areas.

Two suggested to drop the role playing, but three commented that the role playing was beneficial.

Ten made comments that the game was hurried and they felt they needed more discussion of the purposes of each cycle after the cycle.

Three felt there should be more orientation to the game.

Three felt the process of compiling data from the board and writing it up was a waste of time.

One commented negatively about the scoring.

### Outcomes

Intent 1 - The participants will view the workshop as having been a meaningful experience.

The observer heard no negative comments and the free comments on the instrument were overwhelmingly favorable. When asked to indicate their degree of satisfaction with the institute program the responses were as follows:

| Very low | Low | Moderate | High | Very High |
|----------|-----|----------|------|-----------|
|          |     | 7        | 38   | 20        |

This intent was apparently reached. The comments section of this report contains additional information of relevance to this intent.

Intent 2 - There is movement toward working on a plan of action in each community group.

The participants were asked to indicate the extent to which they felt this objective was reached. The following table indicates the responses by community.

| Community   | Very low | Low | Moderate | High | Very high |
|-------------|----------|-----|----------|------|-----------|
| Price       |          |     | 1        | 4    | 3         |
| Lead        |          | 1   | 1        | 1    | 2         |
| Torrington  |          | 1   | 1        | 2    |           |
| Sweetwater  |          | 1   |          | 3    | 1         |
| Trenton     |          |     | 1        | 3    | 3         |
| Farmington  |          |     | 3        | 3    |           |
| Cortez      |          | 1   | 2        |      |           |
| Sterling    |          |     | 3        | 2    |           |
| Ely         |          |     | 1        | 1    | 1         |
| Elko        |          | 1   | 1        | 4    |           |
| Staff, etc. |          | 1   | 4        | 7    |           |
| Total       |          | 6   | 18       | 30   | 10        |

It would appear the objective was fairly well attained. The comments contain additional information of relevance.

Intent 3 - Each game group achieves the game outcomes:

The seven main objectives of the game are indicated as the degrading for each of the following tables. The numbers in the tables indicate the judged degree of attainment of that objective.

1. To increase understanding of the processes involved in community-wide programming.

| Community  | Very low | Low | Moderate | High | Very High |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     |          | 5    | 3         |
| Lead       |          |     |          | 2    | 3         |
| Torrington |          |     | 1        | 1    | 2         |
| Sweetwater |          |     | 1        | 4    |           |
| Trenton    |          |     |          | 3    | 4         |
| Farmington |          |     |          | 6    |           |
| Cortez     |          |     |          | 2    | 1         |
| Sterling   |          |     |          | 5    |           |
| Ely        |          |     |          | 2    | 1         |
| Elko       |          |     | 4        |      | 2         |
| Staff      |          |     | 5        | 7    | 3         |
| Total      |          |     | 11       | 37   | 19        |

2. To recognize the need for a functional philosophy as a basis for decision-making in programming.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     |          | 5    | 3         |
| Lead       |          |     |          | 4    | 1         |
| Torrington |          | 1   |          | 1    | 2         |
| Sweetwater |          |     | 1        | 3    | 1         |
| Trenton    |          |     |          | 5    | 2         |
| Farmington |          | 1   | 1        | 3    | 1         |
| Cortez     |          |     | 1        | 2    |           |
| Sterling   |          |     | 1        | 4    |           |
| Ely        |          |     |          | 1    | 2         |
| Elko       |          |     | 2        | 3    | 1         |
| Staff      |          | 1   | 6        | 6    | 2         |
| Total      |          | 3   | 12       | 37   | 15        |

3. To increase skill in determining the needs and wants for adult education in a community.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     | 1        | 5    | 2         |
| Lead       |          |     | 2        | 2    | 1         |
| Torrington |          |     |          | 3    | 1         |
| Sweetwater |          |     | 2        | 2    | 1         |
| Trenton    |          |     | 1        | 5    | 1         |
| Farmington |          |     | 3        | 2    | 1         |
| Cortez     |          |     | 1        | 2    |           |
| Sterling   |          |     | 2        | 1    | 2         |
| Ely        |          |     |          | 3    |           |
| Elko       |          |     | 3        | 3    |           |
| Staff      |          |     | 7        | 6    | 2         |
| Total      |          |     | 22       | 34   | 11        |

4. To increase the ability to determine and express objectives for adult education programs.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     | 2        | 5    | 1         |
| Lead       |          |     | 2        | 2    | 1         |
| Torrington |          |     |          | 4    |           |
| Sweetwater |          |     | 2        | 2    | 1         |
| Trenton    |          |     |          | 5    | 2         |
| Farmington |          |     | 3        | 3    |           |
| Cortez     |          | 1   | 1        | 1    |           |
| Sterling   |          |     |          | 3    | 2         |
| Ely        |          |     | 1        | 2    |           |
| Elko       |          |     | 5        | 1    |           |
| Staff      |          | 1   | 3        | 9    | 2         |
| Total      |          | 2   | 19       | 37   | 9         |

## 5. To increase the ability to evaluate adult education programs.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     | 4        | 4    |           |
| Lead       |          |     | 3        | 2    |           |
| Torrington |          | 1   | 1        | 2    |           |
| Sweetwater |          | 1   | 1        | 1    | 2         |
| Trenton    |          |     | 2        | 4    | 1         |
| Farmington |          |     | 3        | 2    | 1         |
| Cortez     |          | 1   | 1        | 1    |           |
| Sterling   |          |     | 4        |      | 1         |
| Ely        |          |     | 2        | 1    |           |
| Elko       |          | 1   | 3        | 2    |           |
| Staff      | 1        | 3   | 8        | 2    |           |
| Total      | 1        | 7   | 32       | 21   | 5         |

## 6. To develop knowledge of the application of the decision-making process to program development.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     | 2        | 5    | 1         |
| Lead       |          |     | 2        | 2    | 1         |
| Torrington |          | 2   | 1        | 1    |           |
| Sweetwater |          |     | 3        | 1    | 1         |
| Trenton    |          |     |          | 3    | 4         |
| Farmington |          | 1   |          | 5    |           |
| Cortez     |          |     | 3        |      |           |
| Sterling   |          |     | 1        | 3    | 1         |
| Ely        |          |     | 2        | 1    |           |
| Elko       |          |     | 3        | 2    | 1         |
| Staff      |          | 2   | 4        | 7    | 2         |

## 7. To identify alternatives for adult education programs.

| Community  | Very low | Low | Moderate | High | Very high |
|------------|----------|-----|----------|------|-----------|
| Price      |          |     | 4        | 4    |           |
| Lead       |          |     | 3        | 1    |           |
| Torrington |          |     | 3        |      | 1         |
| Sweetwater |          | 1   | 1        | 3    |           |
| Trenton    |          |     | 1        | 4    | 2         |
| Farmington |          | 2   | 1        | 3    |           |
| Cortez     |          |     | 3        |      |           |
| Sterling   |          |     | 3        |      | 2         |
| Ely        |          |     | 1        | 2    |           |
| Elko       |          |     | 3        | 2    | 1         |
| Staff      |          | 3   | 6        | 4    | 1         |
| Total      |          | 6   | 29       | 23   | 7         |

The perception of the participants was generally that the objectives were reached rather well. The ordering of the degree of attainment was 1, 2, 3, 4, 6, 7, 5. This ordering is quite consistent with the time and emphasis given to the game cycles. The comments contain relevant information on this outcome.

The Microville reports that were produced by each game group such to indicate that the game outcomes were well -attained by each group.

Intent 4 - Each participant will view adult education programming in a community as a community problem to be attacked through problem-solving processes.

Outcome table one above under Intent 3 indicates that this objective was quite well-attained. See the comments also.

#### Other Results

The instrument contained three additional items on which the participants were asked to indicate their degree of satisfaction. The results are presented in the following table.

|                                  | Very low | Low | Moderate | High | Very high |
|----------------------------------|----------|-----|----------|------|-----------|
| 1. Staff Availability            |          |     | 4        | 22   | 40        |
| 2. Quality of help<br>from staff |          |     | 3        | 33   | 30        |
| 3. Free Time                     | 4        | 5   | 28       | 15   | 12        |

Apparently there was a felt need by many for more free time.

#### Comments

The participants were provided the opportunity to indicate in an open-ended manner the strengths and weaknesses of the workshop. The following is a summary of the comments.

| Number | Strengths and benefits<br>Content of comment     |
|--------|--------------------------------------------------|
| 31     | Learned about program development                |
| 26     | Meeting new people add sharing ideas             |
| 8      | Clarified adult education purposes and processes |
| 8      | Coordination of community resources              |
| 7      | Complete community involvement                   |
| 5      | Better communication in our community            |
| 5      | Learned about gaming                             |
| 5      | Realize potential and need in community          |
| 2      | Role playing                                     |
| 2      | Help in establishing an adult education council  |
| 2      | Banquet speech                                   |
| 2      | Time spent in local planning                     |
| 2      | Working with "strangers" in a group process      |

| Number | Weaknesses or Needs                                                  |
|--------|----------------------------------------------------------------------|
| 28     | Community sharing session needed more structure<br>and clear purpose |
| 10     | Schedule too crowded - did not analyze the game                      |
| 7      | Needed more opportunity for informal give and take                   |
| 6      | Communication film                                                   |
| 3      | More orientation to the game needed                                  |
| 3      | Compiling data from board and writing it up                          |
| 2      | Role playing                                                         |
| 2      | Too little time on aspects of game                                   |
| 1      | More sharing with leaders                                            |
| 1      | Lack of guidance on games                                            |
| 1      | Banquet speech                                                       |
| 1      | Needed to learn how to involve groups and persons                    |
| 1      | Expected more on teaching basic education                            |
| 1      | Community planning session too short                                 |
| 1      | Workshop was too long                                                |
| 1      | More minority group representation needed                            |
| 1      | Many participants did not have sincere interest                      |
| 1      | Scoring the game                                                     |
| 1      | Swap shop not taken advantage of                                     |
| 1      | Better housing facilities                                            |

Microville Revisited  
Evaluation Report of  
Communi-Link Workshop  
April 2, 3, 4, 1971  
Douglas Sjogren

This report is organized according to the stated intents of the Workshop.

Antecedents

Intent 1 - Six representatives will attend from each of the communities and they will represent a variety of agencies.

Nine communities were represented at the Workshop, and all but one had six or more people in attendance. The community with fewer than six in attendance had participants in the March Workshop. A variety of agencies was represented, and the representation was broader than in the March Workshop. Several participants commented that there should have been more representation of the "target audiences".

Intent 2 - The staff of the Workshop are able to supervise the use of the Microville game.

All observations indicate this intent was attained. Several of the game administrators expressed a feeling of greater confidence in this Workshop than in the first one.

Intent 3 - The participants are aware of the purposes of the Workshop at the start.

The main source of data for this intent was an item on the instrument to which the participants responded about the adequacy of the information about the institute prior to their arrival. The following table contains the number of people who responded in each category for the March and April Workshop.

|       | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|-------|-----------------|------------|-----------------|-------------|------------------|
| March | 6               | 11         | 25              | 15          | 10               |
| April | 6               | 6          | 17              | 22          | 8                |

It would appear that some improvement was made in getting information out to the participants, but it was still not as effectively done as might have been desired. One person commented that the info- was received the day she left home. There were three comments that the first day orientation to the workshop was not adequate.

### Transactions

Intent 1 - The needed facilities, materials, and equipment are available at the appropriate times in adequate amounts and/or acceptable condition.

From observation this intent was reached well. The only problem I observed was with the presentation of the radio broadcast in the game.

The following table presents data on the degree of satisfaction with the facilities by the participants in the March and April Workshops.

| Degree of satisfaction with: | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------------------|-----------------|------------|-----------------|-------------|------------------|
| Meeting rooms                |                 |            |                 |             |                  |
| March                        |                 | 3          | 8               | 32          | 25               |
| April                        |                 | 1          | 5               | 28          | 25               |
| Housing                      |                 |            |                 |             |                  |
| March                        |                 | 4          | 14              | 22          | 22               |
| April                        |                 | 5          | 13              | 21          | 20               |
| Eating                       |                 |            |                 |             |                  |
| March                        | 2               | 8          | 23              | 18          | 15               |
| April                        |                 | 3          | 10              | 23          | 23               |

No comments were made about the meeting rooms. Three commented on their dislike of the dormitory type bathrooms. The April group were considerably more positive than the March group in their feelings about the food service.

Intent 2 - The game is played as intended.

It appeared from observation that the game was played as intended. The game administrators were confident of their role and this facilitated the game. It appeared to me that the game sessions were less hectic in this workshop than in March.

The comments of the participants were very favorable. Twenty-two commented specifically about it being very beneficial. Some suggestions about the game were as follows:

Three indicated more orientation was needed.

Seven felt more time should be spent on evaluation.

Ten thought more time was needed while one thought too much time was spent on the game.

Five indicated that the role playing did not work or was not needed, but nine saw the role playing as very beneficial.

Three thought too much time was spent on the dice, and not enough on discussion and another four felt each phase of the game needed more follow-up discussion.

### Outcomes

Intent 1 - The participants will view the workshop as having been a meaningful experience.

No negative comments were heard by this observer and the free comments on the instrument were overwhelmingly favorable.

The following table shows the number of people responding to each category of an item asking for their degree of satisfaction with the institute program. The responses for both the March and April Workshops are shown.

|       | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|-------|-----------------|------------|-----------------|-------------|------------------|
| March |                 |            | 7               | 38          | 20               |
| April |                 |            | 6               | 32          | 20               |

Apparently this intent was reached.

Intent 2 - There is a movement toward working on a plan of action in each community group.

The participants were asked to indicate the extent to which they felt this objective was reached. The following table indicates the responses by community.

| <u>Community</u> | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 | 1          | 1               | 1           |                  |
| Watertown        |                 |            | 3               | 3           |                  |
| Vernal           |                 |            | 5               |             |                  |
| Flathead         |                 | 1          | 2               | 3           |                  |
| Miles City       |                 |            | 1               | 3           | 1                |
| Columbus         |                 | 2          | 2               | 2           |                  |
| Scottsbluff      |                 | 1          | 2               | 2           |                  |
| Blackfoot        |                 |            | 1               | 5           | 1                |
| Coeur d'Alene    |                 |            | 1               | 3           | 2                |
| Staff, etc.      | 1               |            | 4               | 1           | 1                |
| April total      | 1               | 5          | 22              | 23          | 5                |
| March total      |                 | 6          | 18              | 30          | 10               |

It would appear that this objective was not reached as well in April as in March. Two things should be considered, however, in evaluating the results. First, the instrument was given, that is, this question was answered before the community sessions on the last day in both workshops. Second, in the March Workshop there was a community meeting during the workshop to define "What is". This community meeting was moved to the start of the April workshop so that the first meeting in April came prior to any instruction. It is likely that the responses to this item would have been higher if the instrument had been given later on the last day.

Intent 3 - Each game group achieves the game outcomes.

The seven main objectives of the game are indicated as the headings for each of the following tables.

1. To increase the understanding of the processes involved in community-wide programming.

| <u>Community</u> | <u>Very low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 |            | 1               | 2           |                  |
| Watertown        |                 |            |                 | 5           | 1                |
| Vernal           |                 |            | 2               | 3           |                  |
| Flathead         |                 |            | 1               | 3           | 2                |
| Miles City       |                 |            | 1               | 3           | 1                |
| Columbus         |                 |            | 1               | 4           | 1                |
| Scottsbluff      |                 |            |                 | 4           | 1                |
| Blackfoot        |                 |            |                 | 7           |                  |
| Coeur d'Alene    |                 |            | 1               | 3           | 2                |
| Staff, etc.      |                 |            | 2               | 3           | 5                |
| April total      |                 |            | 9               | 37          | 13               |
| March total      |                 |            | 11              | 37          | 19               |

2. To recognize the need for a functional philosophy as a basis for decision-making in programming.

| <u>Community</u> | <u>Very low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 |            | 1               | 2           |                  |
| Watertown        |                 |            |                 | 4           | 2                |
| Vernal           |                 |            | 3               | 1           | 1                |
| Flathead         |                 |            | 1               | 1           | 4                |
| Miles City       |                 |            | 2               | 3           |                  |
| Columbus         |                 |            | 4               | 2           |                  |
| Scottsbluff      |                 |            |                 | 4           | 1                |
| Blackfoot        |                 |            | 2               | 3           | 2                |
| Coeur d'Alene    |                 |            |                 | 3           | 3                |
| Staff            |                 |            | 1               | 5           | 4                |
| April total      |                 |            | 14              | 28          | 17               |
| March total      |                 | 3          | 12              | 37          | 15               |

3. To increase skill in determining the needs and wants for adult education in a community.

| <u>Community</u> | <u>Very low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 |            | 3               |             |                  |
| Watertown        |                 | 1          |                 | 2           | 3                |
| Vernal           |                 | 1          | 1               | 1           | 2                |
| Flathead         |                 |            |                 | 4           | 2                |
| Miles City       |                 |            | 1               | 3           | 1                |
| Columbus         |                 |            | 4               | 2           |                  |
| Scottsbluff      |                 |            | 3               | 1           | 1                |
| Blackfoot        |                 |            | 1               | 3           | 3                |
| Coeur d'Alene    |                 |            | 1               | 3           | 2                |
| Staff            |                 |            | 2               | 7           | 1                |
| April total      |                 | 2          | 16              | 26          | 15               |
| March total      |                 |            | 22              | 34          | 11               |

4. To increase the ability to determine and express objectives for adult education programs.

| <u>Community</u> | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 | 1          | 2               |             |                  |
| Watertown        |                 |            | 2               | 3           | 1                |
| Veranl           |                 | 1          | 1               | 3           |                  |
| Flathead         |                 |            | 1               | 4           | 1                |
| Miles City       |                 |            |                 | 4           | 1                |
| Columbus         |                 |            | 3               | 3           |                  |
| Scottsbluff      |                 |            | 4               |             | 1                |
| Blackfoot        |                 |            | 4               | 3           |                  |
| Coeur d'Alene    |                 | 1          |                 | 5           |                  |
| Staff            |                 | 1          | 3               | 5           | 1                |
| April total      |                 | 4          | 20              | 30          | 5                |
| March total      |                 | 2          | 19              | 37          | 9                |

5. To increase the ability to evaluate adult education programs.

| <u>Community</u> | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 |            | 2               | 1           |                  |
| Watertown        |                 | 2          | 2               | 1           | 1                |
| Vernal           |                 | 1          | 3               | 1           |                  |
| Flathead         |                 |            | 2               | 3           | 1                |
| Miles City       |                 |            | 3               | 2           |                  |
| Columbus         |                 | 1          | 4               | 1           |                  |
| Scottsbluff      |                 | 1          | 4               |             |                  |
| Blackfoot        |                 | 1          | 2               | 4           |                  |
| Coeur d'Alene    | 1               |            | 5               |             |                  |
| Staff            |                 | 4          | 3               | 2           |                  |
| April total      | 1               | 10         | 30              | 15          | 2                |
| March total      | 1               | 7          | 32              | 21          | 5                |

6. To develop knowledge of the application of the decision-making process to program development.

| <u>Community</u> | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 | 1          | 1               | 1           |                  |
| Watertown        |                 |            | 1               | 4           | 1                |
| Vernal           |                 | 1          | 2               | 2           |                  |
| Flathead         |                 | 1          | 2               | 2           | 1                |
| Miles City       |                 | 1          | 1               | 3           |                  |
| Columbus         |                 |            | 2               | 3           | 1                |
| Scottsbluff      |                 |            | 2               | 3           |                  |
| Blackfoot        |                 |            | 2               | 5           |                  |
| Coeur d'Alene    |                 |            | 1               | 4           | 1                |
| Staff            |                 | 2          | 3               | 4           | 1                |
| April total      |                 | 6          | 17              | 31          | 5                |
| March total      |                 | 5          | 21              | 30          | 11               |

7. To identify alternatives for adult education programs.

| <u>Community</u> | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|------------------|-----------------|------------|-----------------|-------------|------------------|
| Cortez           |                 | 2          | 1               |             |                  |
| Watertown        |                 | 1          | 2               | 3           |                  |
| Vernal           |                 | 1          | 2               | 2           |                  |
| Flathead         |                 |            | 1               | 3           | 2                |
| Miles City       |                 |            | 1               | 2           | 2                |
| Columbus         | 1               | 1          | 3               |             | 1                |
| Scottsbluff      |                 |            | 1               | 4           |                  |
| Blackfoot        |                 | 2          | 1               | 4           |                  |
| Coeur d'Alene    |                 | 1          | 3               | 2           |                  |
| Staff            |                 | 3          | 5               | 1           | 1                |
| April total      | 1               | 11         | 20              | 21          | 6                |
| March total      |                 | 6          | 29              | 23          | 7                |

The participants seemed to feel that the objectives were reached quite well. The responses in April were remarkably similar to those in March, and the order of perceived attainment, 1, 2, 3, 4, 6, 7, 5, was the same in both workshops.

Intent 4 - Each participant will view adult education programming in a community as a community problem to be attacked through problem-solving processes.

A majority of the comments about the beneficial aspects of the workshop indicated that this objective was reached. The comments were in terms of an increased awareness of the need for total community involvement in programming.

### Other results

The following table contains the number of people responding in each category to three additional items on the instrument.

| <u>Item</u>           | <u>Very Low</u> | <u>Low</u> | <u>Moderate</u> | <u>High</u> | <u>Very High</u> |
|-----------------------|-----------------|------------|-----------------|-------------|------------------|
| Staff Availability    |                 |            |                 |             |                  |
| March                 |                 | 1          | 4               | 22          | 40               |
| April                 |                 | 1          | 2               | 22          | 32               |
| Quality of staff help |                 |            |                 |             |                  |
| March                 |                 |            | 3               | 33          | 30               |
| April                 |                 | 1          | 5               | 19          | 34               |
| Free time             |                 |            |                 |             |                  |
| March                 | 4               | 5          | 28              | 15          | 12               |
| April                 | 1               | 6          | 18              | 23          | 11               |

The responses to these items were quite similar in March and April with some indication that the perceptions of the quality of staff help and free time were somewhat more favorable in April than in March. Two people commented that the free evening on Saturday should have been used in the institute.

### Comments

The participants were provided the opportunity to indicate on open-ended questions the strengths and weaknesses of the workshop. The comments in April were similar to those in March with one outstanding difference. Whereas the "What is" session in April apparently was a good move. Only two unfavorable comments were made about this session in April.

| <u>Number</u> | <u>Strength and Benefits</u>                 |
|---------------|----------------------------------------------|
| 22            | Planning a program in Microville             |
| 12            | Sharing ideas with others                    |
| 11            | Recognizing need to communicate              |
| 9             | Becoming aware of needs and resources        |
| 9             | Forming a philosophy                         |
| 9             | Group dynamics of role playing               |
| 9             | Learning about community wide programming    |
| 8             | Learning about other agencies                |
| 5             | Speakers at dinner and luncheon              |
| 4             | Getting to know people from my own community |
| 3             | Forming objectives                           |
| 2             | Chance to think                              |
| 2             | Questions and answers session                |
| 1             | Library and swap shop                        |

| Number | Weaknesses or needs                                       |
|--------|-----------------------------------------------------------|
| 10     | Game needs more time                                      |
| 8      | More discussion of game, less dice throwing               |
| 7      | More time on evaluation                                   |
| 6      | More representation of "people" needed                    |
| 5      | Role playing did not work or was not needed               |
| 5      | What do we do at home? (How do we involve target groups?) |
| 3      | More meetings of community groups needed                  |
| 2      | More explanation of Microville and its phases needed      |
| 2      | The luncheon and dinner speakers                          |
| 2      | Chamber of Commerce approach in "What is" session         |
| 2      | Rap sessions needed                                       |
| 2      | Health needs ignored                                      |
| 2      | Free evening                                              |
| 2      | Writing objectives                                        |
| 1      | Too much time on game                                     |
| 1      | Need more on breaking "agency mind-sets"                  |
| 1      | Too much structuring in philosophy development session    |
| 1      | Unrealistic figures in the game (school enrollment        |
| 1      | Game ignores state and Federal regulations                |
| 1      | Chance features of game are unrealistic                   |
| 1      | Latent "racial prejudice" displayed by some               |

### Summary

My general reaction to the data and my observations are that the institutes were successful in planting some seeds in each of the communities. The people seemed to move towards a recognition of the need for community-wide planning, they seemed to have learned some skills to do the planning, and there was some indication of a commitment to do so. The follow-up activity in each community will be critical, but the workshop experience should enable the project to move into its next phase in each community quite well.

I felt the April session moved better than the March session, and I was a bit surprised that the April session was rated about the same as the March session on all aspects. A possible explanation is that the participants did not have the comparative frame-of-reference that I had.

Several communities indicated an interest in using Microville. I would strongly recommend that some pilot work be done on the use of the game in this context. An improper use of the game could undo a lot that has been done. One item of concern is that the game administrator be low-key as John is. A high pressure administrator could increase the already high frustration level to an intolerable point for some people.

## APPENDIX C

### SYNTHESIS AND ANALYSIS OF OBSERVATIONS PROJECT COMMUNI-LINK

September 13, 1971

by

Wayne L. Schroeder  
Special Consultant

#### Introduction

This report is the product of an effort to synthesize and analyze observations made of local Communi-Link activities. Of greatest concern were those observations made during visits to three pilot communities--the Farmington, Missouri, area on July 16-17; the Torrington, Wyoming, area on August 15; and the Lead-Deadwood, South Dakota, area on August 16. Consideration was also given, however, to observations gleaned from an interview with Jim Durkee on June 25 and from participation in the March workshop at Colorado State University and in the August 19-20 state consultants' meeting at Teton Village.

I will first introduce descriptive statements that seem to characterize the nature, scope, and/or impact of Project Communi-Link in those communities to which I have been directly or indirectly exposed. Then, direction will be turned to the derivation of tentative hypotheses, which in their delivery will reflect my impressions of what is leading to what. Finally, I will, in modesty, come forth with a provocative set of recommendations.

#### Descriptive Statements

1. A rather common pattern of instrumental activities has emerged. Elements of the pattern in loose sequence are (1) interviews with agency

representatives, (2) a series of information-sharing and decision-making meetings, (3) participation in a multi-state "Microville" workshop, (4) establishment of some sort of educational council or committee, and (5) commitment to conduct a "Needs-Resources" survey.

Other reasonably common, though not universal, elements are the conduct of local 'Microville' workshops and workshops focused on specific tasks such as recruitment.

2. Activities to date have been largely instrumental in nature, that is, they have resulted in establishing means (organizational, informational, or attitudinal) to accomplish ends rather than in accomplishing the ends themselves. Few, if any, instances of new or expanded cooperative linkages are at this time visible. Where linkages have occurred, they tend to be somewhat incidental and aimed at facilitating a traditional function of an established agency.

3. Patterns of leadership vary considerably. In Torrington, a strong agency-based leader has been designated. In Lead-Deadwood, local leadership is in a state of flux--or is still emerging. Finally, in Farmington, the state consultant seems to be furnishing a subtle form of leadership which facilitates the discovery of direction by others.

4. Representatives of educational and community service agencies are the most actively involved. There does seem to be reasonably widespread engagement at certain points in the evolutionary process, but when working committees are formed or action is called for, the educator or community service worker is usually found alone.

5. The business community is generally unaware of or otherwise unconcerned about Project Communi-Link. Where some awareness does exist,

it is, more frequently than not, atomistic or unreal. For instance, a tendency was found for business people to view Communi-Link as an operating agency--an agency which will actually operate ABE programs.

6. The greatest output to date has been that of inter-agency awareness and attitudinal readiness. Agency representatives have more complete information about the resources and functions of agencies other than their own. As a result, certain areas of duplication and opportunities for collaboration have been uncovered. Moreover, individuals have indicated an increased readiness to cooperate with their colleagues in other agencies.

7. The community-wide concept of programming and service remains largely academic in the minds of agency influentials. Community surveys are being conducted and people other than educators are to some extent being involved, but these efforts are, by and large, still being selfishly and traditionally viewed as means of building "my course offering or educative service empire." Little evidence points to a concern for problem identification and analysis which would illuminate the need for educative and non-educative input--furnish opportunities for service by educators and non-educators.

8. There is a tendency to view the job as that of directly building a single blanket system of linkages that spread over the entire community with little more than hope and initial effect to feed upon--rather than to view it as the gradual evolution of larger and larger sub-linkages, each orbiting a precise and handleable task.

9. Related to (3) above, there is some evidence of a preponderance of concern for--or hang-up with--important though abstract matters. Lead-Deadwood, for instance, is still concerning itself with a philosophy at the

possible expense of getting involved in concrete tasks that could capture and maintain the interest of those not committed to the professions of education and service.

### Tentative Hypotheses

1. Those from agencies who stand to profit most and whose roles are most explicitly related to the goals and philosophy of Project Communi-Link are most actively involved.
2. The smaller, less complicated communities (ones with smaller numbers of people, fewer value cleavages, fewer sharply differentiated neighborhoods, etc.) experience more rapid progress than larger and more complex communities.
3. Communities with a strong agency-based leader who "calls the shots" are productive of more visible activity over a short period of time but less widespread involvement than are communities with non-agency based leaders who facilitate rather than direct.
4. Communities in which there was considerable pre-Communi-Link cooperation are productive of more visible activity over a short period of time than are communities with limited pre-Communi-Link cooperation.
5. Where the process moves quickly away from direct concern with widespread involvement and philosophical matters and toward addressing specific and manageable tasks, greater involvement, interest and productivity occur.
6. Where community problems rather than educational needs are the emphasis, greater participation by non-educators will result.
7. Where the leader (state consultant) is an integral part of the community rather than outside the community, greater involvement and productivity will result.

### Recommendations

1. Surveys should be concerned with identifying community problems as well as with expressed educative need and agency resources.
2. Problems identified should be carefully analyzed by a committee of educators and non-educators to determine both educative and non-educative inputs necessary.
3. Educational and action programs should be derived from the above analysis. .
4. Sub-linkage systems should be built around each program (educational and action).
5. Care should be taken to define tasks of a program precisely and small enough to allow for fairly quick fulfillment by relevant linkage systems.
6. Efforts should move toward the ideal of making "Communi-Link" synonymous with "community"--in other words, all in the community should one day become involved with what is now regarded as the goals and philosophy of Project Communi-Link. One might envision a large representative body, continuously growing, which would come together three or four times a year. In between meetings of the larger body, however, there would be numerous action-oriented sub-committee (sub-linkage systems) meetings.
7. Consultants should be selected who are indigenous to the community.
8. Care should be taken to assure that size of the community does not exceed capabilities to deal with it.
9. Staff should help pilot communities design their surveys and

subsequently help them use results in a way that will facilitate the transitions which now must be made--the transitions from talk to action--interest to adoption--idealism to realism--philosophy to practice.

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## APPENDIX D

## COST SHARING ESTIMATES (FOR FY 1971)

Project Initiation Component1. State Visitations

| <u>Project Communi-Link Staff</u>                            | (Cost Sharing)<br><u>State Directors and Associates</u> |
|--------------------------------------------------------------|---------------------------------------------------------|
| a. <u>No.</u> : Ave. 2 staff/meeting                         | a. Ave. 5 persons/meeting                               |
| b. <u>Days</u> : Ave. 1/meeting<br>(travel time and meeting) | b. Ave. 1/meeting                                       |
| c. <u>No. visits</u> : 11 (1 @/11<br>states)                 | c. 11                                                   |
| d. <u>Man-days</u> : 33                                      | d. 55                                                   |
| e. <u>Cost</u> : \$4,000-\$4,500                             | e. \$3,500-\$4,000                                      |

2. Community Visitations

| <u>Project Communi-Link Staff</u>                                         | (Cost Sharing)<br><u>Community Leaders</u>  |
|---------------------------------------------------------------------------|---------------------------------------------|
| a. <u>No.</u> : Ave. 2 staff/visitation                                   | a. Ave. 18 persons/community<br>visitation  |
| b. <u>Days</u> : Ave. 2/visitation                                        | b. Ave. $\frac{1}{2}$ day/person/visitation |
| c. <u>No. visits</u> : Ave. 1.75/<br>community x 18 = 32 visit-<br>ations | c. Ave. 1.75 visits/community               |
| d. <u>Man-days</u> : 128                                                  | d. 500                                      |
| e. <u>Cost</u> : \$17,000 - \$20,000                                      | e. \$17,000 - \$20,000                      |

Project Workshop Component

| <u>Project Communi-Link</u>                                                                                                                                                 | (Cost Sharing)<br><u>Community and State Leader Participants</u>                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| 1. Total Project expense for two workshops--for 129 state and community level persons = approx. \$20,000 in travel, housing and meals, materials, staff and resources, etc. | Time devoted to the workshop; 520 (130 x 4) man days by participants; (\$18,000 - \$20,000). |

Follow-up ComponentProject Communi-Link

1. Numerous visitations to 15 pilot communities by Project staff (CSU and State Instructional-Consultants) for consultative assistance: (\$100,000 estimate of Project resources)
- a. To the community "teams" at general community-level meetings to develop and implement community-wide programming plans.
- b. To community "teams" requesting "special training" assistance in the forms of (1) community-level workshops in community-wide programming; (2) community level workshops in related needs, e.g., recruitment, motivation, use of volunteers, etc.; and (3) developing community-wide directories or resource references.

(Cost Sharing)Community Leaders and Resources

1. Cost sharing in time devoted by leaders, in facilities for meetings, workshops, and materials development, materials, etc. (\$125,000 estimate of community resources).
- a. Some 300-400 community leaders devoting 1-2 days per month over a 5-6 month period = 2500-3000 man days. (\$100,000)
- b. (1) More than 300 community participants, 1 day each per workshop = 300 man days (\$14,000).
- b. (2) 130 community participants, 1-2 days per workshop = 195 man days (\$4,500).
- b. (3) 600-700 community leaders interviewed about programs and resources, etc.,  $\frac{1}{4}$  day per leader = 160 man days (\$6,000).

Total of Three Components (FY 1971)

Project Communi-Link (Direct Costs)

\$145,000 (approximate)

Cost Sharing: States and Communities)

\$169,000 (approximate)